THE INTERSECTION OF LANGUAGE AND SCHOOL FINANCE POLICY: A QUANTITATIVE STUDY OF NEW YORK CITY DEPARTMENT OF EDUCATION SCHOOL PRINCIPALS' PERSPECTIVES OF EDUCATIONAL OPPORTUNITIES FOR EMERGENT BILINGUAL STUDENTS

by

Brenda Amparo García

Dissertation Committee:

Professor Eleanor Drago-Severson, Sponsor
Professor Jeffrey Young

Approved by the Committee on the Degree of Doctor of Education

Date: 10 February 2021

Submitted in partial fulfillment of the
requirements for the degree of Doctor of Education in
Teachers College, Columbia University

2021

ABSTRACT

THE INTERSECTION OF LANGUAGE AND SCHOOL FINANCE POLICY: A QUANTITATIVE STUDY OF NEW YORK CITY DEPARTMENT OF EDUCATION SCHOOL PRINCIPALS' PERSPECTIVES OF EDUCATIONAL OPPORTUNITIES FOR EMERGENT BILINGUAL STUDENTS

Brenda Amparo García

My dissertation is a quantitative study that focuses on the perspectives of 74 New York City Department of Education (NYC DOE) school principals regarding educational opportunities for emergent bilingual (EB) students. While this population continues to increase, EB students consistently demonstrate lower academic achievement than their monolingual peers throughout the United States (Heineke, 2015; NAEP, 2017a; NAEP, 2017b). I purposefully selected the NYC DOE for my study for three reasons: 1) New York State's language policy embraces bilingual education; 2) the NYC DOE has implemented a differentiated weighted funding formula for EB students; and 3) the EB student composition mirrors that of other United States' cities. My study utilized New York State's *Blueprint for English Language Learner/Multilingual Learner (ELL/MLL) Success* to design a survey to collect data from my target population of 1,136 NYC DOE school principals since it aligned with the literature on providing an effective education for EB students. I found: 1) NYC DOE school principals highly agree that the elements put forth in NYSED's *Blueprint for ELL/MLL Success* are present in their schools; 2)

funding and professional development are *challenges*, as well as recommended *structures and supports*; differences in schools principals' responses by: 3) program type in which they serve EB students; 4) percentage of EB students; and 5) number of EB students. The Likert-scale responses demonstrated a high level of agreement with the statements associated with *effective education for* EB students, while the data collected from the open-ended responses provided more insight into the challenges that respondents experience. Notwithstanding, I concluded that these school principals' perspectives varied based on school factors. My findings have implications for policy and practice for school districts serving EB students throughout the nation and may serve as a pathway to improving educational opportunities for EB students. I recommend regular cost studies for funding for EB students; monitoring of those funds; a systemic approach to professional development specific to EB students; and a system for data collection from school principals to inform professional development and systems of support and ensure they are meeting their identified needs.

DEDICATION

I dedicate this dissertation to my mother and father. To my mother, Myriam García, who encouraged me not to put off until tomorrow what I can do today. Mom, thank you for your endless love, support, and faith in me. To my father, Ebersan García (1947-2012), who instilled in me that education would open the door of opportunity. Dad, because of your sacrifices, I am able to be here today. It is both an honor and a blessing to have entered this world as your daughter.

Le dedico esta disertación a mis padres. A mi madre, Myriam García, quien me animó y me enseño a no dejar para mañana lo que puedo hacer hoy. Mami, gracias por su amor, apoyo, e infinita fe. A mi padre, Ebersan García (1947-2012), quien me inculcó el valor de la educación. Papi, gracias a sus sacrificios he podido llegar a ser lo que soy hoy. Que honor y bendición el haber llegado a este mundo siendo su hija.

ACKNOWLEDGEMENTS

Thank you to the 74 NYC DOE school principals who took the time to answer my survey in the midst of a pandemic. Your resilience and dedication are a testament that you lead with compassion and grace. You are dream-makers for our students.

This dissertation became a reality because of the commitment of Dr. Eleanor Drago-Severson, Dr. Jeffrey Young, Dr. James Parla, and Dr. Alex Bowers. Dr. Drago-Severson, you are the shining star that brings light with your brilliance. Thank you for the opportunity to learn under your guidance, understanding exactly what I needed to grow, and the care that you provided every step of the way. Dr. Young, Dr. Parla, and Dr. Bowers, thank you for offering me your unique perspectives and guidance throughout this journey. Each of you contributed to the evolution of my study by pushing my thinking in ways I could have never imagined. Your commitment is an inspiration.

To my kitchen cabinet, writing a dissertation during a pandemic is no easy feat, you were the silver lining. Dr. David Severson, my fellow tortoise, thank you for sharing your wisdom and inspiring me every week. Dr. Rafaela Espinal, through this process, I gained another sister; I truly appreciate you. Dr. Drago-Severson, thank you for creating this holding environment—I will forever hold our kitchen cabinet in my heart.

To my first principal, Ms. Denise Eggleston, thank you for giving me, the young woman who entered your office 17 years ago, an opportunity. Commissioner Angélica Infante-Green, I am grateful to you for the role model you have been to me. I acknowledge the support of the great leaders in the two school districts I served throughout this process. Mr. Christopher Cerf, Dr. Caleb Perkins, and Mr. Brad

Haggerty, thank you for the support and wisdom you offered me while I served our emergent bilingual students at Newark Public Schools. Dr. Linda Chen, Ms. Mirza Sánchez-Medina, and Dr. Jo Ann Benoit, thank you for your support throughout this process as I returned to serve our emergent bilingual students in the NYC DOE. Thank you to Dr. Patricia Velasco and Dr. Kate Menken for your support and guidance over the years as researchers; your work is an inspiration.

To my mother, Myriam, and sisters, Erica and Stephanie, this is a testament that dreams can be made reality with the grace of God. Thank you for always supporting me. Jason, thank you for believing in me throughout this journey and the love you give me every day.

B. A. G.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

INTRODUCTION

Each year in the United States of America school districts continue to serve students who enter school without having fully developed proficiency in the English language. In my dissertation, I refer to these students as *emergent bilingual* (EB) students. EB students are, by definition, students who are in the process of acquiring English proficiency (García, 2009; García & Santos, 2015). The number of EB students has grown throughout the United States during the past four decades (Heineke, 2015; Hopkins, 2016; Welner & Escamilla, 2002). Nationally, EB students represent 10.1% of the student population, or 5.0 million students (U.S. Department of Education [DOE], 2020). My review of the literature on EB student education identified significant gaps that, if filled, could contribute to improved educational opportunities for EB students. Specifically, studies on school finance policy and EB students revealed a need to conduct more research that focuses on effective funding mechanisms for EB student education (Jiménez-Castellanos, 2017). Additionally, my review of the literature indicated that the role of the principal in the "implementation of language policies in schools… has received little attention in language policy research" (Ascenzi-Moreno et al., 2015, p. 2). Therefore, there is an increasing need to address these identified gaps in current research on EB students in service of improving their educational experiences throughout the United States. This need has become magnified due to the COVID-19 pandemic during which "the families of English learners have experienced disproportionate distress with

the shuttering of schools and the economic crisis" (Council of Great City Schools, 2020, p. 2). My dissertation research partially addresses these gaps.

In addition to language acquisition, we must consider the unique intersectionality of class, ethnicity, religion, gender, race, and immigration status when engaging with and planning for emergent bilingual students (Jiménez-Castellanos & García, 2017). It is critical to recognize the "the multiple dimensions and lived experiences of this group of students" (Jiménez-Castellanos & García, 2017, p. 435) since "official categories… gloss over the tremendous diversity that exists within this large and heterogeneous group" (Flores, 2015, p. 25). Data from the National Assessment of Educational Progress (NAEP), collected between 2003 and 2017, indicated that EB students consistently underperformed their monolingual peers across measures of mathematics and reading in grades 4 and 8 (NAEP, 2017a, 2017b; Polat et al., 2014). The overall underachievement of this subgroup of students throughout the United States creates an urgency to conduct future studies of policies that can result in improved educational opportunities for EB students to receive, at minimum, an *adequate education* – a term used in school finance litigation. My dissertation study focuses on the perspectives of 74 school principals serving in schools that have 30 or more EB students. More specifically, I sought their perspectives regarding the educational opportunities for EB students in their respective schools. In New York State, adequate education is referred to as a "sound basic education" and is defined as consisting of "at least basic literacy, calculating and verbal skills necessary for productive engagement…the skills needed to sustain a competitive employment and acquire higher education" (*Campaign for Fiscal Equity v. State of New York*, 1993/2001).

Studies in the field of language acquisition for EB students identified numerous barriers to providing optimal educational experiences (Johnson & Johnson, 2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005). As Stufft and Brogadir (2011) explained, "financial constraints, a lack of resources, limited personnel, overcrowded classrooms, social and racial tensions and debate about curriculum and instruction" (p. 562) account for challenges facing the education of EB students. My dissertation focuses on two of the identified barriers in the literature: 1) language policy and 2) school finance policy. I refer to education policy which impacts the pedagogical approaches for language acquisition for EB students as language policy.

For my research, I purposefully selected principals of schools in New York State. The state's language policies served as a best-case from which to learn and collect data (Maxwell, 2013); New York State's Commissioner's Regulations Part 154 mandates bilingual education. This is an example of an additive educational opportunity for EB students in New York State that allows students to learn in their home language as they acquire English. The mandate includes a differentiated approach to delivering English as a New Language (ENL) instruction based on an EB student's English proficiency level (Carnock, 2016; New York State Education Department [NYSED], 2014).

NYSED serves as an example to the nation, putting forth the *Blueprint for English Language Learner Success* (Office of Bilingual Education and Foreign Language Studies [OBEFLS], 2014), renamed and updated in 2018 (http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-tools-and-best-practices) to become the *Blueprint for English Language Learner/Multilingual Learner Success,* which further supports why I considered it a best-case (Maxwell, 2013). This framework

consists of eight principles that are rooted in research-based best practices for the education of EB students. School and district leaders across New York State use these principles to guide their planning for EB students (Carnock, 2016; NYSED, 2019; OBEFLS, 2014). In my study, this framework served as the foundation for the design of the questionnaire for school principals that was administered through a survey (see Appendix A). Furthermore, since the NYC DOE is a site in which language policy allows for best practices for EB students to be implemented and school finance policy recognizes the greater cost of educating EB students and strives towards vertical equity, the NYC DOE serves as a best-case for my study (Maxwell, 2013).

In 2017, Michael Rebell, a well-regarded scholar in the field of education law and executive director of the Center for Educational Equity at Teachers College, Columbia University, put forth that funding matters (Center for Educational Equity, 2018; Rebell, 2017a). After 40 years of school finance litigation in which the correlation between educational expenditures and student outcomes have been considered, Rebell (2017a) stated "there is an overwhelming consensus that, of course, money matters—when it is used well" (p. 184). Thus, I focus on the New York City Department of Education (NYC DOE) since it shifted to weighted student funding in 2007 and has increased funding for emergent bilingual students which has consistently recognized the needs of this student subgroup are great (Kelleher, 2014). Initially, the NYC DOE added a weight for EB students that was differentiated according to their grade level (i.e., Grades K-5, Grades 6-8, and Grades 9-12; NYC DOE, 2013); in 2016, the NYC DOE updated their policies to differentiate the weight for EB students who receive bilingual education, a shift that continues to be in effect in 2020 (NYC DOE, 2019c, 2020). In this

case, the NYC DOE recognized that it costs more for a school to provide a bilingual education and thus, allocated additional funding to schools that provided this kind of education.

In the NYC DOE, principals have autonomy in the expenditure of the funding allocated to their schools and make these decisions at the school level (Kelleher, 2014; NYC DOE, 2019c, 2020). A school principal's clear vision and goals are key to a successful education for EB students (Ascenzi-Moreno et al., 2015; DeMatthews & Izquierdo, 2018; Elfers & Stritikus, 2014; Hakuta, 2011; Mady & Masson, 2018; McGee et al., 2015; Ortiz & Fránquiz, 2019; Theoharis & O'Toole, 2011). Thus, my dissertation focuses on collecting data from school principals in the NYC DOE who serve EB students.

My study captures the perspectives of 74 school principals who lead in NYC DOE in schools that have 30 or more EB students, with various school demographics and different program types, in order to identify trends in educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. I used the threshold of 30 or more EB students in my study in order to align with NYSED's threshold of student numbers for school accountability reporting of the English Language Proficiency (ELP) as put forth in the NYSED Every Student Succeeds Act (ESSA) plan (DOE, 2017). My study is a quantitative study of school principals' perspectives of the educational opportunities that can be provided to EB students when both language policy allows for best practices for EB students to be implemented, and school finance policy recognizes the greater cost of educating EB students and strives towards *vertical equity*. Vertical equity is attained

when the distribution of funding varies according to the needs of students (Berne & Stiefel, 1994).

It is important to note that the data collection for my dissertation took place from July to August 2020, in the midst of a global pandemic due to COVID-19, which began in March 2020 (Marshall et al., 2020). During Spring 2020, NYC DOE schools, as many school districts across the United States, shifted to full remote learning for the first time in history due to the pandemic (Marshall et al., 2020). This impacted learning for EB students during the Spring and required a shift in EB policy throughout New York State (The State Education Department/The University of the State of New York, 2020). During my data collection, NYC DOE school principals were in the midst of critical planning and decision-making for the new school year (The Official Website of the City of New York, 2020a). I include a description of this as it applies to my study throughout my dissertation. As of January 2021, the NYC DOE has reopened schools and is offering students the option of remote-only or blended learning (Chang et al., 2020).

Overview of Chapter

In this chapter, I first describe the research problem, purpose, and research questions for my quantitative case study on NYC DOE school principals' perspectives of educational opportunities for EB students. Next, I provide a summary of my personal interest in the EB student subgroup and my study. Then, I set the stage for my dissertation study through an exploration of the background and context that is critical to my study. I follow this with an overview of the related literature; this is organized into two sections as follows: 1) language policy and effective education for EB students and

2) school finance litigation and school funding for EB students. I anchor this into my conceptual framework and then provide a methodological overview for the design of my study. I then discuss validity, as well as, the limitations of this study. Finally, I examine the significance of this study towards advancing the research on improving educational opportunities for EB students. At the end of the chapter, I provide a terminology section which serves as a collection of definitions and terms that are used throughout my dissertation.

Problem Statement

While the emergent bilingual student population continues to increase, EB students consistently demonstrate lower academic achievement than their monolingual peers (Heineke, 2015; NAEP, 2017a; NAEP, 2017b). Performance of EB students has comparatively trailed behind their non-EB student counterparts in measures of both Reading and Mathematics for grade 4 and grade 8 since 2003 (Heineke, 2015; NAEP, 2017a; NAEP, 2017b). Scholars agree that high-stakes assessments are constructed for a population that is not in the process of acquiring English (Cohen et al., 2017; Lane & Leventhal, 2015; Reyes & Rorrer, 2001; Solano-Flores, 2008; Solano-Flores & Trumbull, 2003; Solorzano, 2008; Wright, 2005); the overall underachievement of this subgroup of students throughout the United States creates an urgency to conduct a study of policies that can result in improved education opportunities for EB students to receive an adequate education.

Research in the field of language acquisition for EB students identifies numerous barriers to providing optimal educational experiences (Johnson & Johnson,

2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005). Stufft and Brogadir (2011) explained, “financial constraints, a lack of resources, limited personnel, overcrowded classrooms, social and racial tensions and debate about curriculum and instruction” (p. 562) account for challenges facing the education of EB students. More recent research built on these ideas, as Ortiz and Fránquiz (2019) explained obstacles in the education of EB students include “deficit views of linguistic diversity, ineffective assessment and instructional practices, and inadequate expertise among teachers and leadership personnel” (p. 1). This dissertation focuses on two of the identified barriers in the literature, 1) language policy and 2) school finance policy.

In 2010, Menken and García explained the field of language policy, “examines such topics as which language(s) will be official or national languages, which language(s) will be taught in school, as well as ideologies about language” (p. 2); Ascenzi-Moreno et al. (2015) elaborated on this concept by explaining that “language policy development and adoption within schools is in actuality a fluid, dynamic, and multilayered process” (p. 3). Language policy at the federal and state level influence the EB policy decisions at the local level. State language policy across the United States varies tremendously from deficit-oriented English-only language policies for EB students (Fetman, 2018; Gándara et al., 2010; Johnson & Johnson, 2015; Wright, 2005) to more additive language policies which embrace bilingualism and multilingualism – as is the case for New York State (Carnock, 2016). The barriers towards educating EB students in the United States make language policy either a great challenge or opportunity for the education of EB students (Ortiz & Fránquiz, 2019; Stufft & Brogadir, 2011).

EB student funding is a barrier in school finance litigation (*Flores v. Arizona*, 2000). Over the past 10 years, from 2009 to 2019, plaintiffs prevailed in 16 of 28 "rulings of state supreme courts or unappealed lower court decisions in cases involving constitutional challenges to state education funding systems" (Rebell, 2019, p. 1). Evident in these school finance cases is that student funding continues to be a barrier to providing EB students with an adequate education. For example, Rebell (2019) cited *Martinez v. State of New Mexico* (2018) which required the state to take "immediate steps to ensure that New Mexico schools have the resources necessary to give at-risk students the opportunity to obtain a uniform and sufficient education" (p. 5). EB students in this case are included in the definition of at-risk students (Torres-Velásquez, 2017).

Jiménez-Castellanos (2017) identified a number of gaps in the literature in school finance policy and EB students. Specifically, he identified that the field would benefit from studies that "examine issues of equity and educational opportunity" (p. 7) and "allow a better understanding of the processes and implementation of resources allocations at the school level" (p. 7) for EB students. My study partially addresses these gaps in the literature, as weighted student funding has been implemented at the local level in the NYC DOE and it has been differentiated to account for EB students. An analysis of schools with an indicator of having a bilingual education program, which carries a heavier weight compared to ENL-only program, can contribute to the literature necessary for innovative approaches for funding the education of EB students.

Given all of this, my study captured the perspective of 74 school principals in the NYC DOE leading schools with 30 or more EB students, with various school demographics and offering different program types for EB students, in order to identify

trends in educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. My study is a quantitative study of 74 school principals' perspectives of the educational opportunities that can be provided to EB students when both language policy allows for best practices for EB students to be implemented, and school finance policy recognizes the greater cost of educating EB students and strives towards vertical equity both of which are the case in the NYC DOE.

Purpose of the Study

The purpose of my quantitative study is to capture the perspective of school principals in the NYC DOE leading schools with 30 or more EB students, with various school demographics and offering different program types for EB students, in order to identify trends in educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. The blueprint consists of principles for leaders across New York State to use to guide their planning for English Language Learner/Multilingual Learner (ELL/MLL) students that are rooted in research-based best practices (OBEFLS, 2014). These principles align with the literature of effective education for emergent bilingual students. I discuss this in detail in Chapter II. The literature identifies four key elements for visioning and planning for successful leadership for EB students, as follows: 1) equity, access, and inclusivity, 2) language and culture as assets, 3) professional development, and 4) parental engagement. My study focuses on the first three key elements included above; the fourth key element, *parental engagement,* is beyond the scope of this dissertation. While I surveyed school principals

about *parental engagement*, it turned out that I did not include the analysis of these data due to the length of my dissertation.

The *Blueprint for English Language Learner/Multilingual Learner Success* served as a framework for the design of my principal questionnaire that I administered through a survey because all elements relevant to my research are reflected in this framework. My study focuses on capturing school principals' perspectives on educational opportunities for EB students as an indicator for determining trends that are, in part, a result of the school finance policy decisions in the NYC DOE and of the language policy in place in New York State.

My study addresses the gaps identified by Jiménez-Castellanos (2017) regarding EB students and school finance, since the data collected allow for an examination of issues of equity and educational opportunity found across schools with varying demographics. In addition, my research explores the implementation of resource allocation at the school level through the perspective of school principals. A secondary purpose of my research is to identify areas in the *Blueprint for English Language Learner/Multilingual Learner Success* in which the 74 NYC DOE school principals feel confident they are doing a good job with, as well as, identify what is challenging in order to care for their specific areas of need. My hope is that the findings of this study help provide lessons for school districts interested in planning programs strategically for the education of EB students.

The total number of NYC DOE schools which met my study criterion (i.e., principals leading schools with 30 or more EB students) was 1,136 out of 1,861 school principals in the 2019-20 school year. These numbers are based on a NYSED school

accountability report for the ELP indicator for ESSA for the 2018-19 school year based on Spring 2019 assessment data (NYSED, 2019b). As a Central office administrator for the Division of Multilingual Learners (DML) for the NYC DOE, my team develops tools and supports for the Borough/Citywide Office (B/CO) staff focused on supporting EB student education and to all NYC DOE schools directly. I designed my research to capture the perspectives of school principals, who the NYC DOE supports, in order to better understand their needs and challenges. While my study was conducted solely for my dissertation, I hope that the NYC DOE will be able to better understand the perspectives of school principals as a result of my study.

Research Questions

My study was guided by the following main research question: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that the educational opportunities for EB students put forth in NYSED's *Blueprint for English Language Learner/Multilingual Learner Success* are present in their schools?

In order to answer my main research question, the following sub-questions were explored through this study:

1) To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *equity, access, and inclusivity* are present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

2) To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *language and culture being utilized as assets* as being present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?
3) To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *professional development opportunities relevant to improving the education of EB students* are being provided in their school? To what extent is there evidence of a difference in mean responses about *professional development* focused on EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

Using a quantitative study design, I explored my research questions through a survey questionnaire administered to 1,136 school principals during the 2019-20 school year who lead a NYC DOE school that NYSED included in the ELP measure in SY 2018-19 because they served 30 or more EB students (DOE, 2017; NYSED, 2019b). A total of 74 school principals completed my survey. The survey enabled me to capture, through the perspective of NYC DOE school principals the degree to which, if any, effective educational opportunities for EB students are present in NYC DOE schools serving 30 or more EB students. The effective educational opportunities I inquired about in my study are based on a literature review, discussed in Chapter II, and are framed using the language of New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. The survey gave participating school principals

the opportunity to identify areas of support needed for each area. As a result I was able to determine the barriers to educating EB students through their responses and further explore whether school finance or language policy continue to present themselves as challenges despite current NYSED language policy and NYC DOE school finance policy from their perspectives.

Conceptual Framework

In order to contextualize my study, I provide an overview of the main bodies of literature that have informed my proposed study in this section. My study aims to capture the perspectives of NYC DOE school principals leading schools with 30 or more EB students with a focus on understanding the educational opportunities offered to EB students in their schools. I purposefully selected (Maxwell, 2013) the NYC DOE as the site for the study based on an exploration of effective educational opportunities for emergent bilingual students. The NYC DOE is located in New York State, a state in which language policy allows for an additive approach to the education of EB students (Carnock, 2016; NYSED, 2014). Additionally, the NYC DOE has implemented a school finance policy through weighted student funding since 2007 in which it has planned for vertical equity for the education of EB students (NYC DOE, 2013, 2019c, 2020). I wanted to focus on both of these identified barriers (i.e., language policy and school finance policy) for the education of EB students because they came up frequently in my review of the literature. New York State provides a setting in which the policy for both language and school finance have been developed to reduce common barriers for the education of this student population (Ortiz & Fránquiz, 2019; Stufft & Brogadir, 2011).

My study draws upon four bodies of literature:

- Language Policy
- Best Practices for EB Students
- School Finance Litigation for EB Students
- School District Finance for EB Students

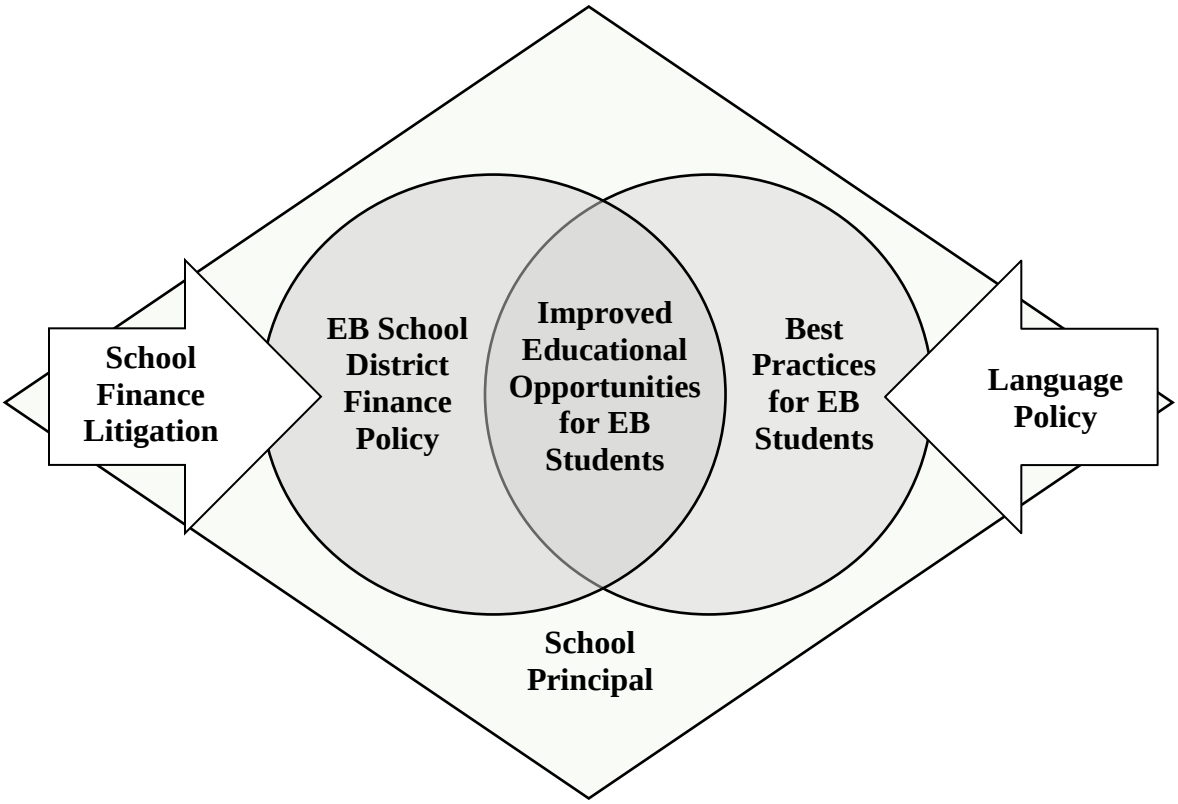
I identified, through a review of the literature in the field of language acquisition for EB students, numerous barriers to providing optimal educational experiences (Johnson & Johnson, 2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005); I decided to focus on two of the identified barriers: 1) language policy and 2) school finance policy. I purposefully selected a site for this study in which, based on the existing policy, these two barriers should be reduced for the education of EB students.

Through this quantitative study, I took a structured approach (Schreiber & Asner-Self, 2011). As Maxwell (2013) described, "structured approaches can help ensure the comparability of data across individuals, times, settings, and researchers, and are particularly useful in answering questions that deal with *differences* between people or settings" (p. 88). In this way, I capture the perspectives of 74 school principals in NYC DOE, with varying school demographics and program models, in order to better understand the educational opportunities for EB students when two of the most prominent barriers identified in the literature are reduced through policy. I focus on the school principal since the literature identified that the school leadership led by the school principal is key to a successful education for EB students (DeMatthews & Izquierdo, 2018; Elfers & Stritikus, 2014; Hakuta, 2011; McGee et al., 2015; Theoharis & O'Toole, 2011); and that there is a gap in the literature focusing on the school principals'

perspective and language policy (Ascenzi-Moreno et al., 2015; DeMatthews & Izquierdo, 2018). Figure 1.1 provides the conceptual framework which encompasses the major elements of my study. As Maxwell (2013) explained, a conceptual framework "is something that is *constructed,* not found. It incorporates pieces that are borrowed from elsewhere, but the structure, the overall coherence is something that you build, not something that exists ready-made" (p. 41).

Figure 1.1

Conceptual Framework



At the center of Figure 1.1 are *Improved Educational Opportunities for EB Students*, which has been at the center of the development of this study. The two arrows represent two major forces impacting the ability to provide improved educational

opportunities for EB students. On the left, the *School Finance Litigation* arrow symbolizes its influence on school district finance policy. On the right, the *Language Policy* arrow symbolizes its influence on best practices for EB students. The school principal is symbolically in the background interacting with all of the elements in order to lead schools that provide improved educational opportunities for EB students. The visual presented in Figure 1.1 conveys my hypothesis that if language policy allows for the implementation of an additive ideology towards language and school finance policy recognizes the higher cost of education EB students due to their unique needs; then, principals will be able to create the school conditions that lead to improved educational opportunities for EB students.

In the next section, I provide background and context that is relevant to my study which focuses on capturing the perspectives of NYC DOE school principals on the educational opportunities for EB students in their schools. This is followed by an overview of the four bodies of literature that have informed this study.

Background and Context

In this section, I provide an overview of the composition of the emergent bilingual student subgroup – nationally and how it compares to urban districts – including the NYC DOE (the focus of my study). Next, I provide an overview of both federal, state, and local education and finance policy. Finally, I describe the local governance structure for the NYC DOE in order to set the context for my study which focuses on capturing NYC DOE school principals' perspectives on educational opportunities for EB students. I discuss the background and context for my study in greater depth in Chapter IV:

Background and Context. I completed a review of both city and state level documents, resources, and reports in order to develop a full understanding of the complexities underlying this study; I also include this in Chapter IV.

Current Composition

Emergent bilingual students are not a monolithic group (Jiménez-Castellanos, 2017); that is, "they come from a variety of backgrounds with a diversity of skills and needs" (New York Immigration Coalition, 2008, p. 5). A 2020 report from the U.S. Department of Education (DOE) indicated that in the Fall of 2017, EB students represented 10.1%, or 5.0 million students; in comparison, in 2000, the total was 3.8 million students which represented 8.1% of students nationally (DOE, 2020). The percentage of EB students in cities was 14.7% in 2017 which was greater than the national percentage overall of 10.1% (DOE, 2020). In their most recent report, the Council of the Great City School (CGCS), which consists of the largest urban public school districts across the United States, reported that 16% of the student enrollment in their 74 member districts consisted of EB students; the total enrollment of EB students in these districts in the 2015-2016 school year was 1.2 million students (CGCS, 2019). Also in their most recent report, the NYC DOE indicated that EB students represented 12.6% of the NYC DOE school population which consisted of 142,386 students out of a total of 1.1 million students (NYC DOE, 2020b). The EB student population in the NYC DOE, the site for my dissertation research, is similar in some ways to that of cities across the United States.

Education Policy

Various policies during the time period between 2001 and 2020 may have influenced the school finance policy for EB students in the NYC DOE at the time of this study. Education policy stemming from federal policy and implemented at the state level plays a role in how districts make local decisions for educating students. This is particularly true in with education policy for EB students.

The two federal policies impacting EB students during the time period covered in this research were the No Child Left Behind Act of 2001 (NCLB) and ESSA (enacted in 2015). Commissioner's Regulations (CR) Part 154, originally enacted in 1981, has been the policy governing the education of EB students in New York State throughout the time period captured in this study (Carnock, 2016). The ASPIRA Consent Decree of 1974, which applies specifically to New York City has specific mandates for bilingual education (The State Education Department/The University of the State of New York, 2007, p. 1). In the case of New York State bilingual education, a form of additive education for EB students is part of the CR Part 154 mandates. Recent updates to CR Part 154 and supporting documents outline best practices for EB students. I explore this further depth in Chapter IV.

My study is a quantitative study of 74 school principals' perspectives of the educational opportunities that can be provided to EB students when language policy allows for best practices for EB students to be implemented. While I believed that it would be powerful to also include a qualitative component with principal interviews as part of the design of my study, due my position within the NYC DOE, this was not

possible. Future research should consider including this as a component in order to capture the voices of school principals.

School Finance Litigation

School finance litigation in New York State is critical to understanding the context of my study which focuses on New York City. Local and state governance both play a role in the development of school finance policy. The evolution of school finance litigation from that of being an issue of equity to one of adequacy is evident in the *Campaign for Fiscal Equity v. New York* (1993, 2001). In this case, the plaintiffs consisted of groups and institutions including the Campaign for Fiscal Equity, the American Civil Liberties Union (ACLU), the New York Civil Liberties Union and others; the defendant was the State of New York. The plaintiffs put forth that the "financing scheme" of the State of New York was a "violation of the state Constitution" as it "fails to provide public school students in New York City, an opportunity to obtain a sound basic education" (*Campaign for Fiscal Equity v. New York*, 1993, 2001). The court ruled in favor of the plaintiffs, agreeing that the state's funding method did not adequately meet what was set forth in the New York State Constitution.

School Finance Policy

School finance policies in place during the time period between 2007 and 2020 have contributed to the education of EB students in the NYC DOE. School finance decision-making and policy at the state level has implications for district level school finance. The Foundation Aid Formula was first put into place in New York State in 2007 as a result of the Campaign for Fiscal Equity (CFE) and continues to be in place in 2020

(Baker, 2014; New York State Association of Business Officials [NYSABO], 2018; The University of the State of New York, 2019a, 2020). Fair Student Funding (FSF) was first implemented by the NYC DOE in 2007 and continued to be implemented in 2020 (NYC DOE, 2020a; New York City Independent Budget Office [NYCIBO], 2007, 2013, 2018). This approach allocates funding to schools using a weighted formula that takes various indicators, such as grade level, EB students, and special education services into account (NYC DOE, 2019c; NYCIBO, 2007). FSF accounts for more than 60% of a school's budget – school principals have the autonomy on school budget decision-making (NYC DOE, 2019c, 2020a; NYCIBO, 2013). My dissertation research centers on the educational opportunities that can be provided to EB students when school finance policy recognizes the greater cost of educating EB students and strives towards vertical equity.

Local Governance Structure

New York City moved from a Board of Education with 32 elected community school boards to mayoral control in 2002 under Mayor Michael Bloomberg (The Official Website of the City of New York, 2020b). As Menken and Solorza (2014) put forth, "Because schools in New York City are highly decentralized, individual schools decide which language support program(s) they will provide for the EBs in their building. The responsibility ultimately falls on each school's principal" (p. 98). In regards to school finance decision-making, principals have autonomy in school budget decisions (NYC DOE, 2019c, 2020a). Each school in the NYC DOE must have a School Leadership Team which the principal consults with in order to ensure that the school budget is aligned to the school's annual Comprehensive Education Plan (CEP) (NYC DOE, 2019c, 2020a). Under the current NYC DOE organization, each of the eight Executive

Superintendents supervise their respective Borough/Citywide Office (B/CO) (NYC DOE, 2019c, 2020a, 2020c). B/COs are responsible for providing supports to schools, this includes the school budget; superintendents review each school's budget for alignment with the CEP (NYC DOE, 2019c, 2020a). In my dissertation study, I focus on capturing the perspectives of school principals serving 30 or more EB students in the NYC DOE since they are the ultimate decision-makers and responsible for the educational opportunities provided to EB students in each of their respective schools.

Overview of the Related Literature

In order to develop an in-depth understanding of educational opportunities for EB students, I concentrated on four main bodies of literature: 1) language policy, 2) best practices for EB students, 3) school finance litigation for EB students, and 4) school district finance for EB students. Each of these plays a crucial role in the education of EB students in the United States. Through the review of the literature, I began to understand the interconnected nature of language policy and its impact on the education of EB students. The literature on the best practices for EB student education allowed me to identify the best practices that continuously emerged in research studies despite differences in language policies and their implementation. Similarly, in order to develop a thorough understanding of school district finance for EB students, it was critical for me to review the literature for school finance litigation for EB students due to the relationship that exists between the two areas.

Language Policy

U.S. language policy has a major influence on the educational experiences of emergent bilingual students (Bondy, 2016; Fetman, 2018; Gándara et al., 2010; García, 2014; Lo Bianco, 2014; Sinclair, 2018; Wiley et al., 2014; Wright, 2005); further, the subgroup of students exists due to federal reporting requirements which come from federal education policy (ESSA, 2015; NCLB, 2001). My literature review on state level implementation of language policy indicated that there is a great variety of ways in which states have interpreted and applied federal language policy (Gándara et al., 2010; Johnson & Johnson, 2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005). My review of the literature on critical language policy analysis served to highlight the underlying social justice issues impacting EB students in the United States (García & Menken, 2010). I also conducted a review of the literature on high-stakes testing for EB students, as high-stakes testing plays a role in who receives the education outlined by language policies and how funding specifically for EB students is ultimately allocated (Abedi et al., 2004; Duran, 2008; Hopkins et al., 2013; Shin, 2018).

Understanding New York State language policy as I addressed in the background section of this chapter since this where New York City is located and where my study will take place. It is also critical to understand where New York State policy sits in the context of the nation. New York City's local policy decisions impacting elementary to secondary education will, at a minimum, need to be aligned with the New York State Regulations of the Commissioner of Education (www.p12.nysed.gov/part100/). In New York State, bilingual education is mandated by the New York State CR Part 154 as a language acquisition program model (NYSED,

2014). I selected the NYC DOE purposefully as the site for my study due to the language policies in place – doing so provided the best data for my study (Maxwell, 2013).

Federal and State Level Policy

My research on federal policy for language acquisition for EB students revealed varying approaches overtime, specifically, in either accepting or rejecting the use of the home language in the education of EB students (Bondy, 2016; Fetman, 2018; Gándara et al., 2010; García, 2014; Lo Bianco, 2014; Sinclair, 2018; Wiley et al., 2014; Wright, 2005). In New York State, which is the state where my research took place, CR Part 154 mandates that bilingual education be provided to EB students when thresholds are met and provides differentiation for the English as a New Language (ENL) instruction an EB student receives based on the English proficiency level of the EB student (www.p12.nysed.gov/part100/).

Critical Language Policy Analysis

The critical approach to analyzing language policy, as defined by García and Menken (2010), identified how they may "create and/or perpetuate social inequities" (p. 2). The scholarship in this area had three major themes. First, the dominant role of English in the United States has a major impact on the tendency to value English over the home language in EB student education (Bondy, 2016; de los Ríos et al., 2019; ESSA, 2015; Gándara et al., 2010; García, 2014). Second, the language loss experienced by EB students as a result of such policies disempowers EB students (Menken & Solorza, 2014; Ortiz & Fránquiz, 2019). Finally, the resource allocation for EB students or, lack thereof, contributes to the underachievement of historically underperforming groups of students;

this is specifically relevant for EB student education (Horsford et al., 2019; Stone, 2012). According to the research, each of these contributes to the social inequities experienced by EB students. It is my perspective that the site of my research, New York City within New York State, has specifically created policies for EB students that strive to address these issues, this is discussed further in Chapter IV—Background and Context. While my study will not apply a critical policy analysis lens, I have included this literature since I believe it is important to be aware of the presence of these realities, which may arise in my data collection. García and Menken (2010) suggested that the role of human agency plays a minimal role in the critical language policy approach. In my study, I focus on the role of human agency in the implementation of policy and the policy process by focusing on the perspectives of NYC DOE school principals serving 30 or more EB students.

High-stakes Testing

It was important to me to fully review the literature in this area specifically for EB students because high-stakes testing determines an EB student's identification, measurement of progress in English, and reclassification as required by federal policy (ESSA, 2015). This is relevant to my study for three reasons. First, the criterion that I am using to select my target population for my research study on NYC DOE principals is based on the administration of the annual assessment that measures progress towards English proficiency and reclassification for EB students in New York State. Second, it is through this assessment that the number of EB students is determined, and this is the indicator used to allocate funding at both the state level in New York and across NYC DOE schools (NYC DOE, 2019c, 2020; NYCIBO, 2013; The University of the State of New York, 2019a, 2020). Finally, I include assessment as a component of my survey in

the first section due to its importance for providing *equity, access, and inclusivity* for EB students' education.

Three themes emerged across the literature for high-stakes testing and EB students. First, the literature on the identification and reclassification of EB students repeatedly shows inconsistencies in the understanding and implementation of these processes across states (Abedi et al., 2004; Duran, 2008; Hopkins et al., 2013; Shin, 2018; Slama, 2014; Solorzano, 2008; Mavrogordato & White, 2017; White & Mavrogordato, 2018). Next, the literature indicates that testing accommodations for EB students also vary in how they are implemented (Abedi et al., 2004; Kieffer et al., 2009; Solorzano, 2008; Wright, 2005), and overall, do not have a significant impact on student performance (Abedi et al., 2004; Cohen et al., 2017; Kieffer et al., 2009; Pennock-Roman & Rivera, 2011; Wright, 2005). The implementation of testing accommodations for EB students require a closer look at appropriateness, consistency and test bias (Abedi et al., 2004; Duran, 2008; Kieffer et al., 2009; Koran & Kopriva, 2017; Pennock-Roman & Rivera, 2011; Roohr & Sireci, 2017; Solorzano, 2008). Finally, the test design of high-stakes assessments must shift since currently, they are primarily designed with the monolingual student in mind (Reyes & Rorrer, 2001; Solano-Flores, 2008; Solano-Flores & Trumbull, 2003; Solorzano, 2008; Wright, 2005). This will require allowing students the opportunity to demonstrate their competencies using their language repertoire (Leung et al., 2018).

Effective Education for EB Students

The literature on providing an effective education for EB students identifies key areas for schools to consider in order for EB students to be provided an effective

educational experience. The first is school leadership; scholars and researchers alike maintain that a clear vision and goals for EB students from the school principal is key to a successful education for EB students (Ascenzi-Moreno et al., 2015; Menken et al., 2018; Menken & Solorza, 2013). In fact, this mirrors the research on effective school leadership practice (Elfers & Stritikus, 2014; Hakuta, 2011; McGee et al., 2015). The key elements of the visioning and planning for successful school leadership for EB students are as follows: 1) equity, access, and inclusivity, 2) language and culture as assets, 3) professional development, and 4) parental engagement. These are all reflected in New York State's *Blueprint for English Language Learner/Multilingual Learner Success* which I have adapted for the development of my survey that was administered to school principals. While my survey included sections on all four key elements, my dissertation focuses on the first three key elements. The fourth key element, *parental engagement*, is beyond the scope of my dissertation. While I surveyed school principals about *parental engagement*, it turned out that I did not include the analysis of these data due to the length of my dissertation.

The literature indicates that EB students have greater success in schools that provide equity, access, and inclusivity (Baecher et al., 2013; Elfers & Stritikus, 2014; Hakuta, 2011; Lang, 2019; Theoharis & O'Toole, 2011; Riehl, 2000). Furthermore, despite the debate on the ideal instructional model for EB students, the research identifies that school leaders and environments in which linguistic and cultural diversity are viewed as assets will lead to successful learning environments for EB students (August & Hakuta, 1997; Collier & Thomas, 2017; DeMatthews & Izquierdo, 2018; Durán & Palmer, 2014; García, 2014; Hakuta, 2011; Hornberger & Link, 2011; Onyakwuluje,

2000; Theoharis & O'Toole, 2011). Theoharis and O'Toole (2011) cited scholars who have found through various studies that "principals in effective programs for ELLs respond to the new demands on both teaching and nonteaching staff by offering appropriate and ongoing professional development" (p. 652). Finally, school environments that are inviting and engage parents of EB students are a key lever in providing an effective education to EB students (Good et al., 2010; Loera et al., 2011; Panferov, 2010; Rivera & Li, 2019; Stufft & Brogadir, 2011; Theoharis & O'Toole, 2011).

School Finance Litigation and School Funding for Emergent Bilingual Students

A thorough review of key school finance litigation is integral to being able to understand current school funding for EB students. As such, I began the review of the literature in this section on school finance litigation. The two major cases pertinent to this discussion in the literature were the U.S. Supreme court case *San Antonio Independent School District v. Rodriguez* (1973) and *Flores v. Arizona* (2000). In the U.S. Supreme court case *San Antonio Independent School District v. Rodriguez* (1973), the U.S. Supreme Court acknowledged the inequities that existed between the wealthier school district and the plaintiff's poorer school district; nonetheless, it ruled that funding for education was a state matter and not a federal one (Jiménez-Castellanos & García, 2017; Powers, 2014; Rebell, 2017a). *Flores v. Arizona* (2000) is an exception of a case challenged in the U.S. Supreme Court; as Powers (2014) put forth, "because the central legal question in *Flores v. Arizona* involved the provision of services for ELLs, which is under the jurisdiction of federal law, the case has been tried in the federal courts" (p. 95).

In order to begin to understand school funding for EB students, I began by reviewing the literature for costing-out studies for emergent bilingual students. Costing-out studies employ a "variety of methods for calculating the cost of education… each of these methods provides an average base cost of education for the general education student that is further adjusted for special students and district characteristics" (Alexander et al., 2015, p. 364). The literature indicated that there are five methods to determine school finance adequacy: 1) professional judgement panel; 2) successful school model; 3) evidence-based model; 4) cost function analysis; and 5) constitutional cost (Jiménez-Castellanos & Topper, 2012; National Conference of State Legislatures, 2005; Rebell & Wolff, 2016; Sugarman, 2016). The fifth method, a constitutional cost methodology, developed by The Campaign for Educational Equity "improves on 'successful schools'…systematically applies constitutional standards and other relevant legal requirements to the cost analysis process and incorporates research in constitutionally relevant areas into identifying effective educational resources and practices" (Rebell & Wolff, 2016, pp. 14-15). From my review of the literature, I have found that to date, there are only four costing out studies that have been completed focused on the cost of providing an adequate education to EB students; two of these were explicitly ordered as a result of school finance litigation in Arizona (Horsford & Sampson, 2013; Jiménez-Castellanos & Topper, 2012; Sugarman, 2016).

I then began to search the literature on adequacy, equity, and efficiency as it pertains to EB students. In their seminal work, Berne and Stiefel (1994) explained that *vertical equity* is attained when the distribution of funding varies according to the needs of the students, as opposed to *horizontal equity* in which funds are distributed equally

regardless of student needs. The literature on the distribution of funding for EB students primarily concentrated on either the federal, state, or local level. The literature on federal funding for EB students was limited to Title III grants which are the primary funding source from the federal government for EB students (Sugarman, 2016). The literature indicated that that there are three ways in which states currently finance the education of the EB students; namely, formula funding, categorical funding, and reimbursements (Millard, 2015). Scholars have found that the most common and preferred was the weighted approach, which is also referred to as formula funding in the literature (Millard, 2015; Okhremtchouk, 2017; Sugarman, 2016; Verstegen, 2017). The New York State Foundation Aid Formula, which applies to my study which will take place in the NYC DOE, contains additional weights to adjust for increased student need which include counts for EB students, poverty, and geographic sparsity (NYSABO, 2018). Ultimately, school districts determine how funding that is allocated from the state is used locally. There is a variation in the ways local districts spend EB student funds (Sugarman, 2016). As noted previously, the NYC DOE Fair Student Funding (FSF), first implemented by the NYC DOE in 2007, continues to be implemented in 2020 (NYC DOE, 2019b, 2020). The FSF allocates funding to schools using a weighted formula that takes various indicators, such as grade level, EB students, and special education services into account (NYC DOE, 2019c, 2020; NYCIBO, 2007, 2013, 2018).

There is a dearth of research at the local level that captures ways in which school leaders in school districts are allocating resources in order to improve education opportunities for EB students. In addition, few, if any, studies have focused on school finance decisions for EB students in the Northeast region of the United States. My study

seeks to address this gap in the literature by focusing on the principle decision-makers for school budgets in the NYC DOE—namely, the school principals.

Personal Interest

I am an individual who has pursued a career focused on enhancing the lives of EB students through quality and equitable education. I am the daughter of immigrant parents who arrived in the late 1970s from Colombia in hope of a better life, and I entered Kindergarten as an EB student myself. When I entered the New York City Teaching Fellows program in 2004, it was specifically with an interest in becoming a bilingual educator for EB students. The passion for this subpopulation stemmed from being able to identify with them and the possibility of being able to offer them high quality education with a specific skill that not every educator possesses—bilingualism. It was not until I became a bilingual teacher in the Bronx that I fully began to understand that children with the same labels I had growing up—Latina, poor, first-generation U.S. born, non-English speaking, the list goes on, have the odds stacked against them in the U.S. public education system. While fortunate to have been able to have successfully graduated from college in four years, during those four years that I had my own struggles with identity and self.

Shortly after completing the Summer Principals Academy (SPA) at Teachers College, I joined the Central Office for the NYC DOE as a Senior ELL Compliance and Performance Specialist. In this role, I supported schools ranging from elementary to high school and GED programs throughout the five boroughs of New York City. As a compliance specialist, I guided the implementation of NYSED programming mandates

for EB students and supported the understanding of the mandates as they applied to varying school settings in ways that make sense. Five years later, as the Director of Transitional Bilingual Education (TBE) Programs, I led initiatives around the development of TBE Programs in schools with high EB student densities. During the years that I led the TBE work, the NYC DOE updated the weighted student formula for EB students.

In 2017, I transitioned to Newark Public Schools (NPS) in New Jersey, where I led the Bilingual Education office. It was during this time that I began to learn about the vast differences in the approaches that districts have towards educating EB students. While there was a weighted student funding formula at NPS, it varied greatly from that of the NYC DOE. The interest in learning more about the impact of district school finance stems in large part from these observed differences, my undergraduate education in the field of Economics, and my desire to make contributions that will result in identifying ways in which districts may be able to make decisions that will result in improved educational opportunities for EB students.

I can say my relationship with my research has been a lifelong relationship, established long before I was aware of it. As a central office staff member dedicated to ensuring the policy for EB students is understood and implemented meaningfully and cohesively in two large urban school systems over the past ten years, I have been able to learn to appreciate the value of policies that enable educators to create educational opportunities that are additive in nature for our EB students. Policies that create conditions for learning in which children can be proud to declare that the language and culture of their home is part of who they are and allow children to understand that for

these reasons they will be able to uniquely contribute to the fabric of this great nation, are critical to the long-term success of EB students throughout our nation.

Methodological Overview

In this section, I provide an overview of my research methodology. I begin with the rationale for using a quantitative method design for my study on capturing the perspectives of NYC DOE school principals on the educational opportunities for EB students in their schools. Next, I explain my criteria for the selection of the NYC DOE as a site for my research study. I follow this with a description of my selection criteria for participants to complete my questionnaire. Finally, I discuss my data collection methods, which focus on inviting principals to complete a survey and provide a brief overview of my plan for data analysis. In Chapter III, I provide a complete description of my study and research design.

Rationale for Quantitative Design

I used a quantitative nonexperimental research design in order to address my research questions and to be able to cast a wide net in order capture the perspectives of a large number of school principals (i.e., 1,136, across the NYC DOE). This structured approach allowed me to quantify the results as suggested by Schreiber and Asner-Self (2011). Additionally, it enabled me to compare the data across a large target population with varying school demographics, EB program types, and school levels in order to identify differences as suggested by Maxwell (2013). Through my quantitative nonexperimental research design, I was able to complete a descriptive study to create an overall picture of 74 NYC DOE school principals' perspectives of educational

opportunities for EB students. I was also able to complete a statistical analysis (i.e. ANOVAs) in order to determine if there were any statistically significant differences in means of principals' perspectives of educational opportunities for EB students and various school demographic factors (i.e. school level, EB program type, percentage of EB students, and number of EB students) for the 74 principals who responded (Schreiber & Asner-Self, 2011).

Selection of Site

Once I determined that I wanted to focus on both language policy and school finance policy for EB students, I identified a site (i.e., New York City) in which I would be able to test my hypothesis for this study: if language policy allows for the implementation of an additive ideology towards language, for example, bilingual education, and school finance policy recognizes the higher cost of education EB students due to their unique needs; then, principals will be able to create the school conditions that lead to improved educational opportunities for EB students. The selection of the NYC DOE for my study is purposeful "because it is intended to provide the best data" (Maxwell, 2013, p. 99) for multiple reasons. New York State's language policy for EB student education allows for an additive approach and embraces bilingual education; since the NYC DOE is located in New York State the mandate for bilingual education applies to the NYC DOE (Carnock, 2016; NYSED, 2014). Also, the implementation of a weighted student formula that is differentiated for EB students was indicative of a promising approach to school finance that takes EB students into account (NYC DOE, 2013, 2019c, 2020). Since I wanted to focus on both of these identified obstacles to the education of the EB students, the NYC DOE is able to provide a setting in which the

policy for both has been developed to reduce these barriers for the education of this student population (Ortiz & Fránquiz, 2019; Stufft & Brogadir, 2011).

I also took Gándara and Rumberger's (2008) definition of providing an adequate education for EB students into account when I selected the NYC DOE as the site for my study. The data for the NYC DOE for the 2018-19 school year is reflective of promising achievement data for three out of the four indicators; data on the third indicator, reclassification with biliteracy is not currently available. Each of the measures for each indicator is explained in Chapter III.

Finally, "the NYC DOE is the largest and most linguistically and culturally diverse school system in the United States" (Menken et al., 2018). As discussed previously, the EB student composition in the NYC DOE mirrors that of other cities in the United States (Council of Great City Schools, 2019; NYC DOE, 2017). The NYC DOE EB student composition provided a site that captured both the "representativeness or typicality of settings" (p. 99) and the "heterogeneity in the population" (p. 99) as put forth by Maxwell (2013).

Selection of Target Population

Once I had selected the NYC DOE as a site, I determined the target population that would provide me with the "best data" for my study (Maxwell, 2013, p. 99). The criterion I used to identify the target population was based on the formula implemented for determining a school's ELP measure for school accountability by the NYSED ESSA plan (DOE, 2017). As such, the selection criterion for my study was all principals of schools that received a school accountability score for the ELP measure in the 2018-19 school year, and therefore, serve 30 or more EB students in their schools. There were

1,136 NYC DOE schools out of 1,861 schools operating in the 2019-20 school year that met this criterion in the 2018-19 school year. Thus, the principals of these schools were invited to complete my principal survey. I used data for the 2018-19 school year because it was the most recent release available from the NYSED at the time of the data collection phase of my study which took place in July and August 2020.

Data Collection

By administering a survey for school principals I was able to learn about the perspectives of 74 out of the 1,136 NYC DOE school principals in my target population on the educational opportunities for EB students. As described by Schreiber and Asner-Self (2011), surveys "are designed for descriptive purposes—to observe the current state of the phenomenon" (p. 126). In order to answer my research question, I developed a survey by adapting elements from New York State's *Blueprint for English Language Learner/Multilingual Learner Success* (see Appendix A) because it is reflective of the literature on best practices for EB student education. I wanted to understand, through the perspective of the school principal, which, if any, of these practices were present in their respective schools and their challenges, if any, in being able to put them into place. I sent a recruitment invitation (Appendix B) to participate in my study to the 1,136 NYC DOE school principals who have schools that NYSED included in the ELP measure in SY 2018-19 because they served 30 or more EB students. I conducted this research study solely for my doctoral dissertation.

Survey

The survey I administered to school principals (see Appendix A) consisted of five parts and a total of 46 questions and took approximately 15 to 30 minutes to complete on Qualtrics which is a platform for survey administration. The five parts of the survey were: 1) school demographics, 2) equity, access, and inclusivity, 3) language and culture as assets, 4) professional development, and 5) parental engagement. These were the major themes in the literature for effective EB student education and align to the elements in New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. The questions consisted of both Likert-scale and open-ended items. I created a survey audit trail (see Appendix C) that aligns each question in my survey to my main research questions and pertinent literature.

I sent all communications regarding my survey to principals via my personal Teacher's College email; after having attained approval from the New York City Conflict of Interest Board first, followed by the NYC DOE IRB due to my position within the NYC DOE. I conducted this study solely for my doctoral dissertation, and only I have access to the data collected. Upon the completion date of the survey submission period, I deleted the data from the Qualtrics platform after downloading it for my data analysis.

My survey administration plan presented in my dissertation defense in January 2020 followed best practices for the administration of a survey, this included sending the survey link and three subsequent reminders to all of the target population (Dillman et al., 2014). Due to revisions requested by the NYC DOE IRB, my survey administration plan executed in July and August 2020 was updated. Additionally, due to events within the NYC DOE and in New York City, as well as technological issues that occurred during

the data collection period I obtained the permission of the TC IRB and Dr. Drago-Severson during this time to make necessary adjustments. I describe this below, and in more detail in Chapter III—Methodology.

The initial recruitment email was an invitation for school principals to participate in my study which requested a reply within seven days if they were interested in participating in my study (see Appendix B). This ensured that only principals who were interested received a communication (see Appendix D) with the link to the survey as suggested by Pazzaglia, Stafford, and Rodriguez (2016a). The survey included the NYC DOE IRB adult informed consent (see Appendix E). I also prepared the Teachers College IRB adult informed consent (see Appendix F), however, I did not use this because the NYC DOE IRB requested that I use their informed consent form. The survey was open for a total of two weeks. Halfway through the data collection period I sent my first reminder (Appendix G) and one day before the two week data collection period closed, I sent a final reminder email to principals (see Appendix H) (Pazzaglia et al., 2016a).

Data Analysis

Pazzaglia et al. (2016b) suggested a five-step process for the analysis of data collected in a survey which I followed for the analysis of the Likert-scale items of my survey. This included: "reviewing the analysis plan, preparing and checking data files, calculating response rates, calculating summary statistics, and presenting results in tables or figures" (p. 2). I also completed a statistical analysis (i.e. ANOVAs) in order to determine if there were any statistically significant differences in means of principals' perspectives of educational opportunities for EB students based on their responses to the Likert-scale items and the four school factors collected in the survey (i.e. school level,

EB program type, percentage of EB students, and number of EB students) for the 74 principals who responded (Schreiber & Asner-Self, 2011).

In order analyze the data from the open-ended questions, I followed the process of coding, categorizing, and finding themes across categories for the data from the open-ended responses as suggested by Corbin and Strauss (2015). In 2016, Saldaña cited scholars who suggested keeping a code frequency report; I kept a code frequency report for the number of school principals who mentioned a specific code, as suggested. Then, I analyzed each by the four school factors collected in my survey. I include my survey analysis plan in Appendix J for each section of my survey. I describe each of these steps in greater details in Chapter III—Methodology.

Validity

In the next section, I identify the validity threats in my research design, including my own bias as a researcher and reactivity. Then, I describe the threats to the validity of the data I collect from my survey. Finally, I discuss how I addressed the threats to validity in my study.

Researcher Bias

Maxwell (2013) cited Miles and Huberman (1994) and Shweder (1990) regarding the threats to the validity of qualitative conclusions being "the selection of data that fit the researcher's existing theory, goals, or preconceptions, and the selection of data that 'stand out' to the researcher" (p. 124). My lifelong work with the education of EB students and Central office role can present issues of researcher bias which I am aware of and attended to carefully. My qualitative analysis of the open-ended responses of my

survey were the most subject to researcher bias and subjectivity. The precautions I took to address these biases were writing analytic memos as I coded the open-ended responses; I also cross-checked with a colleague from my doctoral classes who is trained in research methods at Teachers College, this helped me identify if I was biased in my coding (Maxwell, 2013). Finally, I conducted queries in the Nvivo software program to cross-check my codes for the data from the open-ended responses (Saldaña, 2016).

Researcher Reactivity

Maxwell (2013) defined reactivity as the "influence of the researcher on the setting or individuals studied" (p. 124). My position in a Central office role could have increased the reactivity of the participants and had an influence on whether individuals responded. Additionally, it may have also influenced how they responded as suggested by Dr. Alex Bowers, Associate Professor at Teachers College Columbia University (A. Bowers, personal communication, December 11, 2019). As a researcher, I did all I could do in order to protect the privacy of the participants and maintain confidentiality through the NYC DOE and Teachers College informed consent forms. I believe that communicating to participants that I was doing everything within my control to maintain the confidentiality of the participants increased the honesty in which the questions were answered. Additionally, the initial recruitment email (see Appendix C) was framed as a request for help which could have contributed to increased participation as suggested by Dillman, Smyth, and Christian (2014).

Response Rate

Dr. Alex Bowers, an expert in survey research in the field of education response rate, anticipated that response rate would be an issue for my survey study. Based on his experience I could have anticipated to receive a survey response rate of 25% or lower (A. Bowers, personal communication, November 4, 2019 and December 11, 2019). Since the survey was voluntary, it was likely that the completion rate for the survey would be low (A. Bowers, personal communication, November 4, 2019 and December 11, 2019). I attended to this validity threat throughout my data collection by monitoring the response rate, communications received from school principals, current events occurring at the time, and sending a final reminder to school principals in an effort to increase response rate during the data collection window which was a total of two weeks based on the date of initial response. The response rate for my study was 6.5 %.

Nonresponse Bias

According to Pazzaglia et al. (2016b), survey nonresponse bias "occurs when those who respond to the survey are different in meaningful ways from those who do not" (p. 4). Similarly, this could occur for specific items in a survey. I attended to survey non-response by comparing the target population and respondent characteristics and presenting them in a table and discussing them in my Chapter V in my overview of my survey respondents. I attended to item nonresponse bias by reporting the frequencies of response for each item and present them in Chapter III.

Limitations of the Study

The literature on school principal and emergent bilingual students indicates a great need for more professional development targeted for school principals with an emphasis on EB student education (DeMatthews & Izquierdo, 2018; Ortiz & Fránquiz, 2019; Padron & Waxman, 2016). As such, principals who did not feel well-versed in the topic of EB students may have participated at a lower rate than principals who are more familiar with the topic. Due to this and other factors, the response rate included more principals whose schools were representative of certain school indicators and not others. Due to the very specific characteristics of the NYC DOE, the results of this study are not generalizable to other districts with schools with 30 or more EB students.

Implications

The education of EB students across the nation is currently at stake as evidenced in the performance statistics presented previously (NAEP, 2017a; NAEP, 2017b; Polat et al., 2014). School principals play a great role in ensuring that the conditions for improved educational opportunities for EB students become a reality across all schools (Elfers & Stritikus, 2014; Hakuta, 2011; Mady & Masson, 2018; McGee et al., 2015; Theoharis & O'Toole, 2011). My study focuses on better understanding the degree to which school principals serving at least 30 EB students in schools across the NYC DOE view they are meeting the areas identified by the research as key to a successful education of EB students, so that we can begin to better understand their needs. Since the NYC DOE is a site in which language policy allows for best practices for EB students to be implemented, and school finance policy recognizes the greater cost of educating EB

students and strives towards vertical equity, my study captured the perspectives of 74 school principals leading schools with EB students within this context.

Additionally, Jiménez-Castellanos (2017) identified a number of gaps in the literature in school finance policy and EB students. Specifically, the field would benefit from studies that 1) "relate to the development of more effective funding mechanisms" (p. 7). My study serves to partially fill the gaps in the literature, as weighted student funding has been at the local level in the NYC DOE and it has been differentiated to account for EB students. My study includes an analysis of schools with an indicator of having a bilingual education program, which carries a heavier weight in the NYC DOE, as compared to ENL only program. This contributes to the literature necessary to better understand innovative approaches for funding the education of EB students through the perspective of the school principal.

Definition of Terms

Additive Language Ideology. A language ideology which views multilingual education as an asset. Mohanty (2009) views multilingual education as "an empowering bridge that leads to meaningful participation in the wider democratic and global setup without homogenising the beauty of diversity; a bridge that liberates but does not displace" (p. 6).

Emergent Bilingual. García (2009) uses this term instead of English Learner because this term offers an additive perception for students who are in the process of acquiring English proficiency. Other terms have been used to refer to this subgroup of students: Limited English Proficient (LEP), English Learner (EL), English Language

Learner (ELL), Multilingual Learner/English Language Learner (MLL/ELL), and English Language Learner/Multilingual Learner (ELL/MLL). I use the term EB students throughout my dissertation because I believe it more accurately represents the experiences of these students throughout the United States and it offers an additive ideology for students who are in need of language assistance services (García, 2009; García & Santos, 2015). This language ideology views multilingual education as "an empowering bridge that leads to meaningful participation in the wider democratic and global setup without homogenizing the beauty of diversity; a bridge that liberates but does not displace" (Mohanty, 2009, p. 6).

English Learner. More recently, in Every Student Succeeds Act (ESSA) of 2015, the federal government adopted the term English Learner (EL) (DOE, 2016) to refer to students in need of language assistance services. This term is considered to be deficit-minded in that it focuses on what students have not yet mastered rather than their potential.

English Language Proficiency. As put forth in the NYSED ESSA plan, English Language Proficiency is a measure that is calculated annually for schools serving 30 or more EB students and is based on the students' progress in English as measured by the annual assessment for English proficiency administered to all EB students, the NYSESLAT (DOE, 2017).

English Immersion Education. The main focus of these programs is on developing the English language with little or no use of the home language of the students (Cheung & Slavin, 2012). Other terms that have been used to refer to this kind of instruction are English-only and structured English instruction (SEI).

Language Policy. Education policy which impacts the pedagogical approaches for language acquisition for EB students.

Limited English Proficient. The term Limited English Proficient (LEP) was used in the No Child Left Behind (NCLB) Act of 2001 (DOE, 2004) to refer to students in need of language assistance services. This term is considered to be deficit-minded in that it focuses on what students have not yet mastered rather than their potential (García, 2009).

Multilingual Learner/English Language Learner (MLL/ELL). A new term that has emerged in recent years in New York State is Multilingual Learner/English Language Learner (MLL/ELL) or English Language Learner/Multilingual Learner (ELL/MLL). This term acknowledges the varying language experiences of students rather than solely focusing on the level of English proficiency they possess (NYSED, 2018a). The New York City Department of Education (NYC DOE) continues to distinguish between MLLs and ELLs, in that those students who are entitled to English acquisition instruction as per mandates continue to be referred to as ELLs in policy (NYC DOE, 2019d). The term MLL acknowledges students who may come from diverse language backgrounds or may be in the process of acquiring additional languages, some of whom may also be ELLs.

Weighted Student Funding. An approach to school finance allocation used at both the local and state level that "apply additional weights to the number of students served pursuant to various pupil accounting units" (Alexander, Salmon, Alexander, 2015, p. 389).

Overview of Dissertation

This dissertation is organized into eight chapters. In the first chapter, I have presented an overview of the research problem and questions, background and context, an overview of my literature review and my proposed methodology, including my research design. In Chapter II, I present an in-depth review of the literature that informed my conceptual framework and research study. In Chapter III, I provide a robust description of the research methodology for my study. In Chapter IV, I provide an in-depth review of the background and context for my study. In Chapter V, I provide an overview of the survey respondents and findings for my first research question which focuses on *access, equity, and inclusivity*. In Chapter VI, I provide my findings for my second research question which focuses on *language and culture as assets*. In Chapter VII, I provide my findings for my third research question which focuses on *professional development*. Finally, in Chapter VIII I conclude with my summary of findings and implications.

Chapter Summary

In this chapter, I provided an overview of the problem and the research questions that guide my study. I also offered a review of the background and context for my study in order to set the stage for my proposed research site. In addition, I have presented an overview of the literature that served as the foundation for my conceptual framework and my study. Finally, I have presented the research design for my quantitative study focusing on school principals in the NYC DOE leading schools with 30 or more EB students. In Chapter II, I present an in-depth review of the literature that

informs my research, and in Chapter III, a robust description of the methodology I used for my study.

Chapter II

LITERATURE REVIEW

My research captures the perspective of 74 school principals in the NYC DOE leading schools with 30 or more EB students, with various school demographics and offering different program types for EB students, in order to identify trends in educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. My study is a quantitative study of 74 school principals' perspectives of the educational opportunities for EB students in the NYC DOE. The main question my research seeks to address is: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that the educational opportunities for EB students put forth in NYSED's *Blueprint for English Language Learner/Multilingual Learner Success* are present in their schools*?*

To help me explore the topic of educational opportunities for EB students, I drew from four main bodies of literature. Two of the bodies of literature concentrated on best practices for effectively educating EB students and the language policy which external influences the pedagogical decision-making for EB students. The other two bodies of literature focused on school finance decision-making for EB students and the school finance litigation that has been a critical external factor having an impact on school finance decision-making.

First, the literature on language policy helped me make sense of how federal and state policies have shaped education for EB students in the United States. A deep understanding of federal language policy for the identification, reclassification, and assessment of EB students was important as the factors that influence the composition of

the subgroup have implications in weighted student funding. Next, the literature on effective education for EB students allowed me to understand what researchers have identified as best practice in the education of EB students. This literature review was key in being able to examine whether the effect of weighted student funding for EB students had been positive in improving educational opportunities for the subgroup of students.

The literature on school finance litigation pertinent to EB students assisted me in better understanding the conditions that led to the cases and outcomes impacting EB student decision-making. Finally, the literature on school finance decision-making for EB students allowed me to understand the mechanisms employed at the state and local level in order fund EB students and identified gaps in the literature in this area (Jiménez-Castellanos, 2017).

Overview of Chapter

This chapter is organized into four main parts which are reflective of the literature described above. I begin with language policy which includes a review of the literature on federal, state, and local levels; language policy through a critical lens; and high-stakes testing for EB students. I follow with a review of the literature on effective education for emergent bilingual students which includes school leadership. Next, I review the literature on school finance litigation impacting EB students. Finally, I conclude the chapter with a review of the literature for school funding for EB students; this includes costing out studies and a section on adequacy, equity, and efficiency for the distribution of funding.

Language Policy

I begin this section with a review of the literature on federal language policy and follow with a discussion of the literature on state level language policy. My exploration of federal level language policy provides a backdrop for understanding the various ways in which language policy for EB students is present at the state level. Specifically, the literature regarding New York State is critical to my study. Next, I provide an overview of the research which explored language policy through a critical lens. Through a review of the literature, I was able to develop a deeper understanding of the social justice issues impacting the education of EB students. Finally, I provide an overview of the literature on high-stakes assessment for EB students since it was frequently discussed in the literature regarding language policy for EB students and has implications for the composition of the group and decision-making across the United States and my research site, the NYC DOE.

Federal Level Policy

As political tides have shifted, language policy in the United States has moved from periods of restricting to periods of accepting the use of native languages within public education (Gándara et al., 2010; García, 2014; Lo Bianco, 2014; Sinclair, 2018; Wiley et al., 2014; Wright, 2005). There is a notable correlation between language policy in the U.S. education system and national sentiments towards immigration (Gándara et al., 2010; García, 2014; Wiley et al., 2014; Wiley, 2014). Ovando (2003) explored bilingual education through different historical eras, from the 1700s to the present and found “historical, political, social and economic contexts” have influenced language

policy in the United States. He highlighted that there has been an inconsistency in ideologies which has enhanced the "resentment of special treatment for minority groups" (Ovando, 2003, p. 1).

In his seminal work, Roos (1978) outlined the historical events leading to court rulings in favor of bilingual education. This article is included in a volume about desegregation in 1978 during a time in which "in many Hispanic communities desegregation is seen as an impediment to equal opportunities rather than an aid" (Roos, 1978, p. 111). Olneck (2009) built upon this idea in the discussion of Mexicans in the U.S. Southwest and Puerto Ricans in New York City; he highlighted different groups of immigrants in the United States from the German and Polish in the mid-1800s to more contemporary groups. In his historical analysis, Olneck (2009) illustrated that the overarching goal of groups in pursuit of bilingual education was primarily to obtain political relevance rather than the benefits of bilingual education itself.

The 1974 Supreme Court case *Lau v. Nichols* is a landmark case in the education of EB students; the court ruled that the San Francisco school district needed to meet the language and educational needs of their EB students (Wright, 2005). In his article, Roos (1978) noted the following regarding the case: "…the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs' is an unlawful denial of equal educational opportunity" (p. 117). Roos (1978) indicated that the court ruling for *Lau v. Nichols* (1974) did not define what education should be comprised of, rather they left this to the Board of Education to determine and to remedy for this group of students.

It is critical to understand the impact of this decision since it permeates to the current day and is reflected of the state of EB student education throughout the nation; there are a vast variety of approaches to educating EB students (Collier & Thomas, 2004; Collier & Thomas, 2017; Golash-Boza, 2005; Johnson & Johnson, 2015; Johnson et al., 2018; Lee, 2002; Welner & Escamilla, 2002; Wright, 2005). As put forth by Menken and García (2010), "Ultimately, a language education policy is as dynamic as the many individuals involved in its creation and implementation" (p. 1); this quote serves as an explanation of the differences in the education of EB students reflected in the recent literature (Collier & Thomas, 2017; Johnson & Johnson, 2015; Johnson et al., 2018). My study sought to better understand the educational opportunities for EB students across NYC DOE schools serving 30 or more EB students with varying school demographics and program models. The NYC DOE is a school system in which principals have autonomy and the dynamic nature of policy implementation as described by Menken and García (2010) was evident in my findings.

The language used in federal policy pertaining to the education of EB students from the Bilingual Education Act (BEA) in 1968 under Title VII of the Elementary and Secondary Education Act (ESEA) (Wright, 2005), to Title III of NCLB Act of 2001, to the present-day ESSA of 2015 have sent conflicting messages on the expectations for the education of EB students. This is evidenced in the evolution of the language in federal policy for EB students from including the term "bilingual" in the BEA to eliminating it altogether under the No Child Left Behind (NCLB) Act in 2001 (Gándara et al., 2010; Wright, 2005). Based on the review of the literature, I found that there has been inconsistent messaging on whether the United States values the languages and cultures

that make the country diverse or if it views them as a threat to the country (Bondy, 2016; Fetman, 2018; Gándara et al., 2010; Wright, 2005).

Prior to 2001, there had been an incremental recognition of the benefits of bilingualism to society and to students (Wright, 2005). The NCLB Act of 2001 moved the agenda for EB student education forward by becoming more inclusive of EB students in standards-based instruction, assessment and accountability; however, it contained shortcomings (Hopkins et al., 2013; Kieffer et al., 2009). With the enactment of NCLB, the primary goal for EB students became to reach English language proficiency as soon as possible (Johnson & Freeman, 2010). Academic achievement for EB students is measured by yearly progress in English acquisition on state assessments; this shift in assessment method required by the NCLB Act of 2001 and has continued under ESSA of 2015. The federal measure of defining success for emergent bilingual students through English acquisition will, inevitably, play a role in how states and districts define an adequate education for EB students which have implications for school finance decision-making.

State Level Policy

The literature on state level language policy demonstrates an array of educational models offered for EB students across the United States, from English-only approaches to embracing bilingual education (Fetman, 2018; Gándara et al., 2010; Johnson & Johnson, 2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005). Under NLCB, states were given “unprecedented power in terms of deciding which types of programs they deemed to be ‘scientifically based’” (Wright, 2005, p. 32). Prior to the enactment of NCLB in 2001, Massachusetts, California, and Arizona had all

legally eliminated bilingual education and opted for English-only programs (Gándara et al., 2010; Johnson & Johnson, 2015; Wright, 2005). Before the passing of NCLB, fewer than 30% of EB students in the country were receiving instruction in their native language (Wright, 2005). The English-only movement began in California "in the midst of anti-immigration sentiments" (Fetman, 2018, p. 266) with the passing of Proposition 227 with Ron Unz, a political aspirant at the center of this policy. He continued his campaign in Arizona where Proposition 203 was passed in 2000. He also sponsored Question 2 in Massachusetts which successfully eliminated bilingual education in 2000. The anti-bilingual education initiative in Colorado, another Unz initiative, disregarded the fact that most EB students at the time were served by an English as a Second Language (ESL) model of instruction, which does not use the native language (Welner & Escamilla, 2002; Wright, 2005). Although this initiative was not successful in eliminating bilingual education, it contributed to the national political climate at the time. All of these initiatives reportedly had an impact in the development of NCLB (Wright, 2005).

In Arizona, the passing of Proposition 203 in 2000 was one of the most restrictive. The implementation of a 4-hour Sheltered English Instruction (SEI) model in Arizona was criticized by scholars due to the lack of research evidence in the decision for implementation (Heineke, 2015). The SEI model specifically restricted EB students from participating in the school community (Newcomer & Collier, 2015); and also influenced the more deficit-minded lens through which educators and students perceive bilingualism in Arizona (Johnson & Johnson, 2015). A modified version of the SEI model in Arizona which required between 100 and 120 minutes of English-only instruction a day, continued to be in effect in the 2019-20 school year (Arizona Department of Education,

2019). However, in the 2020-21 school year the Arizona Department of Education (2020) released guidance which allows the participation of EB students in a Dual Language program setting while continuing to adhere to the required SEI minutes of instruction.

In their study of the implementation of SEI in Washington state, Johnson et al. (2018) found that instruction in which EB students are immersed in English-only education, with content rarely differentiated to meet their needs, was denying them with equal educational opportunity as stipulated under *Lau v. Nichols* (1974). The purpose of the Johnson et al.'s (2018) research was to "examine how Sheltered Instruction is depicted in language policy and how it is interpreted and appropriated by teachers and administrators in four school districts" (p. 491). The authors "conducted an intertextual discourse analysis of Washington policy texts and the qualitative data collected in four school districts" (p. 492).

The Transitional Bilingual Instructional Act of 1984 in Washington state also allowed for the implementation of English-only programs; this has resulted in the majority of EB students served in an English-only program model across the state. Johnson et al. (2018) found that teachers working in this setting often had not received the professional development required to deliver this model of instruction to EB students. A recommendation from the Johnson et al. (2018) study, which is pertinent to my study on school finance decision-making in New York City, was for additional funding to be allocated in order to be able to ensure the appropriate professional development is provided to teachers with EB students in the SEI model. While New York State does not allow for the implementation of SEI, the need for professional development in the

delivery of service models allowed in New York State mirror the need for professional development for teachers identified in Washington by Johnson et al. (2018).

Even when states allow for bilingual education, it is critical that they incorporate the factors specific to having bilingual programs as they plan for initiatives that impact all students. Such an example is Colorado's Reading to Ensure Academic Development Act of 2012. This policy required students attain grade-level literacy in K-3, and was initially interpreted to mean literacy in the English language (Poza & Viesca, 2018). In order to ensure alignment with the state policy allowing for the provision of bilingual education, Spanish literacy assessments were added as valid measures for meeting the requirements of this law. However, as documented by Poza and Viesca (2018), it caused a great deal of debate within the state which revealed the tensions that exist with the implementation of bilingual education programs. New York state regulations mandate bilingual education and challenges with *language and culture as assets* surfaced within my New York City focused study; this is discussed in depth in Chapter VI.

The tide has started to turn in regards to English-only policies. In 2017, Massachusetts repealed the 15-year old law described above that eliminated bilingual education; this was preceded by California voters overturning Proposition 227 in 2016 (Mitchell, 2017b). Interestingly, despite Proposition 227, California was the first state to adopt the Seal of Biliteracy which promotes bilingualism by recognizing high school graduates who meet the benchmarks (Heineke & Davin, 2018; Mitchell, 2015). As of the writing of this paper, 40 states including Washington D.C. have adopted the Seal of Biliteracy; New York state is included in this number (https://www.sealofbiliteracy.org/).

New York State Policy

In light of the vast approaches to the education of the EB students across states, a study focused on New York State can provide the best data from which to learn (Maxwell, 2013). As discussed in Chapter I, New York State's CR Part 154 mandates bilingual education, and includes a differentiated approach to delivering ENL instruction based on an EB student's English proficiency level.

New York City Policy

In his seminal work, Santiago (1986) described the *Aspira v. Board of Education* case that took place in New York City soon after the Supreme Court ruling on *Lau v. Nichols* (1974). As described in Santiago (1986), "Aspira of New York and PRLDEF [Puerto Rican Legal Defense and Education Fund] filed a motion for summary judgement" (p. 159). Prior to entering into the specifics of the Aspira Consent Decree in NYC, the author presented the "sociopolitical relationship of Puerto Rico to the United States and the experience of the Puerto Rican community in NYC" (p. 150). This is important in understanding the dynamics that shaped the case:

> Aspira of New York sought to redress the educational condition of all Puerto Rican children through the courts. First, they sought to gain special educational programs for Limited English Proficient (LEP) children. Second, Aspira of New York also sought to obtain compensatory special educational services for underachieving students who were bilingual to differing degrees but who had suffered from the sink-or-swim pedagogical practices of the school they attended as non-English speakers. Third, they sought to guarantee Puerto Rican parents the right to choose a maintenance bilingual education program for their children. (Santiago, 1986, p. 158)

It is especially interesting that despite the ruling of the court being in favor of a Transitional Bilingual Education (TBE) program for students who met the criteria; the board of education was slow to implement the mandates of the ruling. The decree

included expectations for components of the TBE programs which they mandated; however, quality and implementation of programs are not captured in this article.

Olneck (2009) expanded further on the attitudes of recent immigrants towards bilingual education, through *Aspira v. Board of Education*. He found that this policy, originally intended to promote bilingualism in the 1970s, was executed in ways that resulted in a lack of acquisition of English, which led to decreased parent support for bilingual education in the late 1990s. This article made it clear that the development of clarity in goals of programs, along with conversations with families on their linguistic goals for their children, are critical in designing bilingual programs in schools. It is important to note that the NYC DOE was not completely devoid of the English-only movement led by Ron Unz in the 1990s:

> In 1998 Mayor Rudolf Giuliani formed a task force with the intention of limiting the length of time students remained in bilingual classes. He made his intent to sunset the consent decree clear and invited California businessman Ron Unz…to New York City. (De Jesús & Pérez, p. 29)

Since my dissertation study focuses on the NYC DOE, it is important to fully understand the historical context of the school system. I develop this in greater depth in Chapter IV.

Critical Language Policy Analysis

The critical approach in language policy explored ways in which "language policies can create and/or perpetuate social inequities" (García & Menken, 2010, p. 2). Below, I provide an overview of critical language policy analysis from the literature because I believe it contains perspectives relevant to educating EB students that are important to be aware of when focusing on education policy relevant to EB students.

However, my study does not apply a critical policy analysis lens; rather it focuses "on agency in implementation" (García & Menken, 2010, p. 2) of language policy. This is because, from my perspective, the additive language policy in New York State coupled with the school finance policy for EB students in the NYC DOE addresses the two major themes that appear in the review of literature for critical language policy. As García and Menken (2010) put forth, there has been minimal attention on the process of implementation and the cycle of continuously updating and improving language policy; furthermore, they asserted that the critical approach often underestimates the role of human agency in the policy process. My research focuses on the perspectives of 74 school principals in the NYC DOE leading schools with 30 or more emergent bilingual students, with various school demographics and offering different program types for EB students, in order to identify trends in educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success.* My study focuses on the human agency within the policy implementation process by asking 74 principals in the NYC DOE what challenges they face and the supports from which they would benefit.

The English Language in the United States

A critical analysis finds that the permeating belief in the United States has been that English is the language required for success (Bondy, 2016; de los Ríos et al., 2019; ESSA, 2015; Gándara et al., 2010; García, 2014). By acquiring English, EB students are considered to have successfully assimilated into American society (Bondy, 2016; de los Ríos et al., 2019; Gándara et al., 2010). Since English is recognized as the *lingua franca* (García, 2014; Hanna, 2011), one social justice perspective argued "that a functional

command of English provides all students with a language-based resource for entering into economic competition" (Hanna, 2011, p. 733). We must consider our goals for public education; as García (2014) put forth "teaching U.S. Latinos today without including their Spanish language practices restricts their voices, knowledge, opportunities, and imagination" (p. 60). While differing perspectives around how to educate EB students may be encountered in this research, the *Blueprint for English Language Learner/Multilingual Learner Success* from New York State clearly stated that districts and schools must "recognize that bilingualism and biliteracy are assets" (OBEFLS, 2014, p. 3).

Language Loss

For EB students, the goal of English acquisition has too often come at the expense of losing their native tongue in the era of high-stakes accountability (Menken & Solorza, 2014). Although the U.S does not have an official language, English-only policies enforce the ideology that any "language aside from English threatens American nationhood" (Fetman, 2018, p. 268). Spanish speakers make up the majority of EB students (National Center for Education Statistics, 2020) and are the group most impacted by such policies (Cheung & Slavin, 2012; Gándara et al., 2010). The impact of these language policies has been an accelerated rate of language loss among Spanish-speaking immigrants and their children (Gándara et al., 2010). Gándara et al. (2010) presented the compelling fact that Spanish is indeed closer to an indigenous language in the U.S. predating the arrival of the Pilgrims. From its founding, the United States implemented policies that would ensure the people in its land would assimilate; the Civilization Fund Act in 1819 support missionary schooling for indigenous people and had the goal of

"exterminating Indigenous languages and lifeways so as to literally clear the path for the takeover of Native lands" (McCarty & Nicholas, 2014, p. 115). This extinction of a vast amount of indigenous languages was demonstrative of the lack of interest on the part of the U.S. to preserve the linguistic diversity. Current day policies such as NCLB and ESSA that place high-stakes accountability on school systems based on outcomes in English continue to have an adverse effect on the preservation of language for EB students (Menken & Solorza, 2014). Despite these policies, in New York State there is an emphasis on the importance of recognizing home languages as assets in the education of EB students (Carnock, 2016; OBEFLS, 2014).

Allocating Resources

If the goal of public education for the U.S. "means producing human capital that will make us more competitive in the global economy" (Horsford et al., 2019, p. 30), then creating bilingual and multilingual individuals through our public education systems would contribute to this goal. It is important to note, that while these are also the goals for World language and other language enrichment programs, these are outside of the scope of this study as the focus of this study is on educational opportunities EB students that develop their English and/or home languages.

As put forth by Stone (2012), "Distributions… are at the heart of policy controversies" (p. 39) and defining membership in the community determines who is entitled to distributions. Policies pertaining to immigration and citizenship define who is eligible for resources a country has to offer. When educating students who are not yet proficient in English costs more than educating monolingual students, it becomes an issue for the country as politicians use it to reinforce the idea that money is being taken from

the some to advantage others (Horsford et al., 2019). There is no question that the current political focus on the enforcement of immigration policy has had an impact on the education of EB students, some of whom are immigrants (Ee & Gándara, 2019; Paredes Scribner & Fernández, 2017). Despite these current realities, the NYC DOE has implemented weighted student funding which provides an additional amount of funding for the education of EB students which is counter to the narrative put forth in the critical analysis of language policy. My study captured the perspectives of 74 NYC DOE school principals serving schools with 30 or more EB students in order to focus on the human agency involved in the implementation of policy. I explore weighted student funding in the NYC DOE in depth in Chapter IV.

High-Stakes Testing

In this section, I discuss high-stakes testing. High-stakes testing is how EB student status is determined and success for them measured under current language policy. It is important to understand the variables that can exist for the subgroup across schools, districts, and states in order to understand the factors influencing the composition of the group. Since weight student funding is determined based on a per-pupil basis for EB students, these variables are all relevant to the implementation of this funding approach. Three themes emerged across the literature for high-stakes testing and EB students: 1) identification and reclassification; 2) testing accommodations; and 3) test design. After each theme, I discuss the impact of this in the implementation of weighted student funding.

Identification and Reclassification

Consistency in identification procedures for EB students across districts in the United States is problematic; even though they are derived from federal regulations, there is a lack of commonly interpreted definitions (Abedi et al., 2004; Duran, 2008; Hopkins et al., 2013; Shin, 2018). All states use a home-language questionnaire in order to identify whether a language other than English is spoken; once this is determined, an identification assessment is administered to determine whether the student is considered to be an EB (Bailey & Kelly, 2011; Shin, 2018).

The identification assessments used throughout the nation are not uniform (Abedi, 2008; Shin, 2018; Wright, 2005). In a study which focused on the administration of the WIDA—Access Placement Test (W-APT) through participant observation in one new student intake center in an urban district over a six-month period resulting in over 160 hours of observations, King and Bigelow (2018) found that the administration of the assessment varied based on the test administrator and the circumstance. This led to an inconsistent adherence to the WIDA administration guidelines. Additionally, they found that the assessment results can be problematic because they are not specific enough to differentiate and capture a number of variables that are distinguishing characteristics of this subgroup. For example, a student who is a newcomer with interrupted formal education in their native language and lacks literacy skills may score at the same level as a newcomer with literacy skills in their native language.

While the W-APT is one of the most commonly used assessments across states (King & Bigelow, 2018), it is not the assessment screener used in New York State (NYSED, 2015). However, it is important to consider that similarities may be possible

within the EB student identification process in New York. Ultimately, inconsistencies with these processes can result in students with similar characteristics being identified as EB students in one district and not identified in another district (Abedi et al., 2004; Duran, 2008; Hopkins et al., 2013; Shin, 2018).

Similarly, reclassification of EB students as former EB students varies; some states provide guidelines that apply to all districts whereas others allow districts to determine criteria. Even if states provide the criteria, broad definitions may lead to differences in the process (Duran, 2008; Hopkins et al., 2013; Mavrogordato & White, 2017; Slama, 2014; Solorzano, 2008; White & Mavrogordato, 2018). Through a mixed-methods sequential explanatory design, Mavrogordato and White (2017), found variation in the implementation of the reclassification process for EB students across the state of Texas by analyzing data sets of the first-grade cohort in the 2002-2003 school year from that year until 2008-2009 in Texas; and then, by exploring the understanding of policy by practitioners through case studies of eight public schools. In a later study, White and Mavrogordato (2018) found the variation that exists in how the individuals overseeing the re-identification process come to understand it. In this mixed-methods research design the researchers first interviewed district administrators in two Texas school districts, then they administered an anonymous survey to members of school Language Proficiency Assessment Committees who were considered to be trained and the leads on EB student processes in four public school districts (White & Mavrogordato, 2018). In New York, the reclassification of students is based on scores on the English language proficiency exam and state exams, when applicable (Kieffer & Parker, 2016; NYSED, 2015).

For this purpose of my study, it is important to note that reclassification of EB students has financial implications for school districts (Slama, 2014). Slama (2014) cited scholars who put forth that this can lead districts to maintain EB students in the category for longer so that the performance of the subgroup becomes inflated. Generally, overtime students develop English, and there is a positive relationship between high-stakes performance data and English proficiency. Conversely, they may reclassify students prematurely in order to meet accountability measures. Both of these have critical consequences for students in their educational trajectory (Mavrogordato & White, 2017); it also creates inconsistencies in the composition of the group (Wright, 2005). These factors are important to consider when implementing a school funding policy such as weighted student funding that accounts for EB students in order to ensure that funding is being distributed appropriately and fairly systemically.

Testing Accommodations

The implementation of testing accommodations for EB students aims to assist in minimizing the influence of the language skills on test performance; it varies across districts and states (Abedi et al., 2004; Kieffer et al., 2009; Solorzano, 2008; Wright, 2005). Several studies have found that accommodations do not have much of an impact on the performance of the subgroup (Abedi et al., 2004; Cohen et al., 2017; Kieffer et al., 2009; Pennock-Roman & Rivera, 2011; Wright, 2005). Kieffer and colleagues (2009) conducted a meta-analysis synthesizing the research on testing accommodations for EBs; they found that only providing English dictionaries or glossaries as an accommodation has a statistically significant effect on performance. The use of accommodations requires a closer look at appropriateness, consistency and test bias (Abedi et al., 2004; Duran,

2008; Kieffer et al., 2009; Koran & Kopriva, 2017; Pennock-Roman & Rivera, 2011; Roohr & Sireci, 2017; Solorzano, 2008). Understanding the limitations of test accommodations is important since states, including New York, rely on the results of state assessments in order to reclassify EB students and instructional decision-making.

Test Design

High-stakes assessments are constructed for a population that is not in the process of acquiring English (Reyes & Rorrer, 2001; Solano-Flores, 2008; Solano-Flores & Trumbull, 2003; Solorzano, 2008; Wright, 2005). Since language plays a central role in academic learning, tests measure language ability (Duran, 2008; Kieffer et al., 2009). Correlation studies have found that the less linguistically complex the test is, the smaller the gap between emergent bilingual and non-emergent bilingual performance and vice versa (Kieffer et al., 2009; Solorzano, 2008). In regards to translated tests, Wright (2005) made the point that "it is essentially impossible to simply translate a state assessment into another language and produce a valid and reliable instrument which covers the same content and preserves the same level of difficulty" (p. 38).

There is a question as to whether the results of these tests can be used to make inferences to instructional decision making for the subgroup and the fairness in doing so (Duran, 2008; Kieffer et al., 2009; Pennock-Roman & Rivera, 2011; Solorzano, 2008). In response to this, there is a call for the use of EB students in norming procedures when designing tests in order to ensure the validity of the use of the test on the subgroup, evaluating biases that result from test design that reflects the dominant culture, and allowing students the opportunity to demonstrate their competencies using their language repertoire (Abedi et al., 2004; Schissel et al., 2018; Solano-Flores & Trumbull, 2003;

Solorzano, 2008). Being able to understand the limitations of the test design for EB students is important since these high-stakes assessments are used to make decisions for EB students.

Effective Education for Emergent Bilingual Students

The literature on educating EB students identifies key areas for schools to consider in order for EB students to be provided an effective educational experience. In this section, I begin with school leadership and then include key elements the visioning and planning for successful school leadership for EB students as follows: 1) equity, access, and inclusivity; 2) language and culture as assets; 3) professional development; and 4) parental engagement. It is of note, that these are all reflected in the New York State's *Blueprint for English Language Learner/Multilingual Learner Success* which will be used as a framework for data analysis.

School Leadership

A clear vision and goals for EB students from the school principal is key to a successful education for EB students (Ascenzi-Moreno et al., 2015; DeMatthews & Izquierdo, 2018; Menken et al., 2018; Menken & Solorza, 2013). This mirrors the research on effective school leadership practice (Elfers & Stritikus, 2014; Hakuta, 2011; McGee et al., 2015). It is for this reason that I selected to survey the school principal for my study in the NYC DOE. Theoharis and O'Toole cite scholars (Suttmiller & González, 2006; Montcel & Cortez, 2002) that have identified that schools in which EB students are most successful have principals that deeply understand language acquisition and implement it into school-wide practice; this continues to be supported in more recent

research (Ascenzi-Moreno, et al., 2015; DeMatthews & Izquierdo, 2018; Menken et al., 2018; Menken & Solorza, 2013). However, the literature to date identifies that often the responsibilities for the education of EB students is delegated to other educators who may be considered to be experts in the serving the subgroup and this is a challenge towards meeting the needs of EB students systemically (Baecher et al., 2013; Theoharis & O'Toole, 2011). Louie, Pughe, Camey Kuo, and Björling (2019) cited scholars who have found that there is a lack of training specific for EB student education. For example, in their mixed-methods research in Washington state they found that school principals in the study expressed differentiated instruction, culturally responsive teaching, as well as, family and community engagement as areas for professional development need for working with EB students. My survey, which captured the perspectives of 74 NYC DOE school principals in schools with 30 or more EB students, asked school principals about their challenges given the cited lack of training in this area for school principals.

Equity, Access, and Inclusivity

Providing EB students with the opportunities to access age and grade-level appropriate content is critical to the success of EB students (Elfers & Stritikus, 2014; Hakuta, 2011; Lang, 2019). Additionally, creating a culture that is inclusive and welcoming of emergent bilingual students within any school serving EB students will ensure their success (Baecher et al., 2013; Lang, 2019; Theoharis & O'Toole, 2011; Riehl, 2000). A study conducted by Theoharis and O'Toole (2011) focused on two schools implementing an ESL program model and ensuring inclusivity in all aspects. These authors suggested positioning "issues of inclusion beyond classroom membership to valuing and involving all members of a school community" (p. 681). Both funding and

the ability to implement programs that are additive have an influence on the ability for school principals to plan for and accomplish equity, access, and inclusivity in their respective schools. A weighted student formula acknowledges the added cost of additional materials, such as bilingual curriculum, translation, interpretation, and expert language teachers and staff. In my survey for NYC DOE school principals, I included a section to capture the degree to which, if any, the elements discussed in the literature in regards to *equity, access, and inclusivity* were present in their schools. I also asked about the challenges towards meeting this through an open-ended question in an effort to understand the obstacles school principals expressed in being able to enact this best practice for EB students.

Language and Culture as Assets

There are inconsistent findings on the impact of bilingual education programs (Cheung & Slavin, 2012) throughout the literature. Several studies identified bilingual education to have the most promising long-term academic results for EB students (Collier & Thomas, 2004; Collier & Thomas, 2017; Golash-Boza, 2005; Lee, 2002). Due to the prioritization of English in recent policy, as described above, studies have found that the great majority of EB students are served in English-only program models instead (Johnson & Johnson, 2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005). As a result, research in the area has shifted towards capturing strategies for EB student success on measures in English (Cheung & Slavin, 2012). In their review of effective reading programs for Spanish-dominant EB students, Cheung and Slavin (2012) put forth that overall the quality of instruction outweighs the language of instruction. Despite the debate on the ideal instructional model for EB students, the research

identifies that school leaders and environments in which linguistic and cultural diversity are viewed as assets will lead to successful learning environments for EB students (August & Hakuta, 1997; Durán & Palmer, 2014; García, 2014; Hakuta, 2011; Hornberger & Link, 2011; Onyakwuluje, 2000; Theoharis & O'Toole, 2011).

Professional Development

Theoharis and O'Toole (2011) cited scholars who have found through various studies that "principals in effective programs for ELLs respond to the new demands on both teaching and nonteaching staff by offering appropriate and ongoing professional development" (p. 652). Carhill-Poza (2019) recommend Communities of Practice (COP) for teachers to support EB students. In this model school leaders must allocate time for teachers to be able to learn together to improve instructional practices for EB students. While the literature has found that offering professional development specific to EB student education is an effective practice towards improving EB student education, in my review of literature, I was not able to identify any study that indicated the challenges that school principals face in being able to provide this to their staff. This is another gap my research seeks to partially address. In my study, I sought to understand through the perspective of the school principal, the degree to which, if any, of the elements discussed in the literature in regard to *professional development* specific to EB student education is offered to their staff. I also sought to better understand the challenges they face and collected this information through the open-ended response in the that section of my survey.

Parental Engagement

School environments that are inviting and engage parents of EB students are a key lever in providing an effective education to EB students (Good et al., 2010; Loera et al., 2011; Panferov, 2010; Rivera & Li, 2019; Stufft & Brogadir, 2011; Theoharis & O'Toole, 2011). In a study on low-income Latino parents, Loera, Rueda, and Nakamoto (2011) found a correlation between higher parental involvement in reading and reading motivation in students. A positive impact on EB student academic performance due to parental involvement was more recently found by Rivera and Li (2019) in their study which included 339 EB students and their parents. In her study for increasing the parental involvement for EB students, Panferov (2011) recommended, communications that are available in written and spoken form in the home language, bilingual parent workshops, and opportunities for volunteering as effective strategies. As Theoharis and O'Toole (2011) noted, "Bilingual educators who communicate fully and authentically with ELLs; families help them meditate home-school differences and empower families" (p. 652). My survey captured the expressed challenges with *parental engagement* for EB students experienced by school principals in the NYC DOE; however, this is beyond the scope of my study.

School Finance Litigation Impacting Emergent Bilingual Students

In the U.S. Supreme court case *San Antonio Independent School District v. Rodriguez* (1973), parents of children from a poor school district in Texas claimed there was an inequity of spending between their school district and a wealthier school district; while the U.S. Supreme Court acknowledged the inequities, it ruled that funding for

education was a state matter and not a federal one (Jiménez-Castellanos & García, 2017; Powers, 2014; Rebell, 2017a). Since 1973, lawsuits had been brought in 45 states that challenge school education funding methods (New York Immigration Coalition, 2008; Rebell, 2017a). Since 1989, the shift from relying on equal protection claims to adequacy claims dramatically improved the outcome of school finance cases (Rebell, 2017b). In school finance adequacy cases, "plaintiffs' claims focus around the extent to which students…have access to the educational resources they need to meet state standards" (Powers, 2014, p. 95). Rebell (2017a) has found that "overall, plaintiffs have prevailed in about 60 percent of these cases" (p. 186).

Flores v. Arizona (2000) is an exception of an adequacy case challenged in the U.S. Supreme Court; as Powers (2014) put forth, "because the central legal question in *Flores v. Arizona* involved the provision of services for ELLs, which is under the jurisdiction of federal law, the case has been tried in the federal courts" (p. 95). In this case, the court ruled in favor of the plaintiffs, who argued that EB students were denied access to the resources to be able to meet state standards due to inadequate funding from the state level (Chilton & Chwialkowski, 2011; Jiménez-Castellanos & García, 2017; Powers, 2014). In the same year, as a result of the litigation, the state of Arizona was mandated to prepare a cost study to determine the cost of providing an adequate education to EB students (Chilton & Chwialkowski, 2011).

Unfortunately, in the aftermath of *Flores v. Arizona* (2000) the state failed to respond to court orders for many years and in 2009 adopted and implemented a 4-hour English development block that placed students at a great disadvantage (Gandára & Orfield, 2012). Jiménez-Castellanos and García (2017) suggest that "it is important to

situate this case within a sociohistorical and sociopolitical context since much of what happens in education policy, and particularly in Arizona was, and is, predicated and heavily influenced by politics" (p. 437). It is important to recognize that my study, which focuses on New York City, is situated within a distinct context for EB student education from that described for EB students Arizona. New York State, in contrast, has embraced an additive approach towards EB student education which includes a language policy mandate for bilingual education; it can be considered a best case given the unique factors that has allowed for the current state (Carnock, 2016; NYSED, 2014).

School Funding for Emergent Bilingual Students

In order for EB students to receive an adequate and equitable education the cost of doing so must be determined; as discussed in the previous section, in order to calculate the cost of an adequate education for EB students, the courts have ordered that this be determined through costing-out studies (Chilton & Chwialkowski, 2011). A review of the literature conducted by Jiménez-Castellanos and Topper (2012) for cost studies and EB students between 1990 and 2011 found that the school finance literature has paid minimal attention to EB students in costing out studies. All studies between 1990 and 2011 agreed that current funding levels are "insufficient to meet specified performance standards" (Jiménez-Castellanos & Topper, 2012, p. 179). In my study, I sought to better understand the degree to which weighted student funding in New York City is allowing school principals to provide increased educational opportunities for EB students through the perspectives of NYC DOE school principals serving 30 or more EB students.

Costing-out Studies for Funding

Costing-out studies have been the main means of determining the costs of providing K-12 education; Jiménez-Castellanos and Topper (2012) explain that costing-out studies "in general, seek to determine what resources are needed to provide an adequate education to public school students, how much an adequate education should cost, and how revenue should be generated" (p. 180). Jiménez-Castellanos and Topper (2012) conducted a review of literature on cost studies pertaining to EB students from 1990 to 2011. In this review of literature, they had to expand beyond peer reviewed journals since the majority of the literature on the topic "had been commissioned by state courts, legislatures, or nonprofit organizations" (p. 185). To my knowledge, after a thorough review of the literature, as of the writing of my study there are four costing out studies that have been completed focused on the cost of providing an adequate education to EB students; two of these were explicitly ordered as a result of school finance litigation in Arizona (Horsford & Sampson, 2013; Jiménez-Castellanos & Topper, 2012; Sugarman, 2016). There are currently five methods used to determine school finance adequacy, 1) professional judgement panel; 2) successful school model; 3) evidence-based model; 4) cost function analysis; 5) constitutional cost (Jiménez-Castellanos & Topper, 2012; National Conference of State Legislatures, 2005; Rebell & Wolff, 2016; Sugarman, 2016). I briefly describe each of these below with a focus on EB students and my study.

Professional Judgment Panel

Jiménez-Castellanos & Topper (2012) found that the professional judgment panel was the top method states use in order to determine adequacy spending; this is the most

recent review regarding costing out studies for EB students. The professional judgment panel method was developed by Jay Chambers and Tom Parrish as the resource allocation model in the 1980s (Jiménez-Castellanos & Topper, 2012; National Conference of State Legislatures, 2005). In this approach, a group of educational professionals construct prototypical schools or districts in order to determine the components necessary for all students to reach a predetermined standard. In 2012, only one professional judgment panel (PJP) study, for the state of New York had defined expected outcomes for EB students (Jiménez-Castellanos & Topper, 2012). In this study, the recommended weight for the cost of educating EB students is 2.0 (NY Immigration Coalition, 2008). I discuss the current weights for EB students used in New York State in depth in Chapter IV of my study. Through the data collected in my principal survey, I sought to understand if funding appears as a theme in the challenges principals identify for providing effective educational opportunities for EB students.

Successful School Model

In the successful school model, districts that have had a high level of success with students meeting state-level proficiency standards are identified in order to use them to calculate the costs of providing an adequate education; this is determined based on data on expenditures in the district after accounting for differing student characteristics (Baker & Levin, 2015; Jiménez-Castellanos & Topper, 2012; National Conference of State Legislatures, 2005). In their review of the literature, Jiménez-Castellanos and Topper found “there were very few specific recommendations” (p. 193) for EB students. The NYC DOE has a weighted student formula that is differentiated for EB students which is indicative of a school finance policy that takes EB students into account (NYC DOE,

2013, 2019c). Additionally, the data for the NYC DOE for the 2018-19 school year is reflective of promising achievement data for three out of the four indicators in Gándara and Rumberger's (2008) definition of providing an adequate education for EB students. Through my study, I sought to better understand the relationship between school characteristics and NYC DOE school principals' perspectives on educational opportunities for EB students. Since school characteristics impact the funding schools receive, my study sought to provide insight on the relationship between school funding for EB students and the provision of improved educational opportunities.

Evidence-based Model

The evidence-based model is the third costing-out study method that emerges in the literature. In this kind of costing-out study, only the research literature is used to make recommendations based on increased student outcomes; these recommendations are then used to create estimates for school and district costs (Jiménez-Castellanos & Topper, 2012). In their review of literature, Jiménez and Castellanos found that there was limited use of research literature in the recommendations made for EB students in these costing out studies.

Cost Function Analysis

The cost function analysis method is the fourth costing-out study method present in the literature. The cost function analysis is a statistical approach that relies on district-level data in order to conduct a cost function analysis; Jiménez and Castellanos (2012) explain that this model could be strengthened for EB students if states were to begin to

collect more detailed information about EB students which would account for the heterogeneity of the subgroup of students.

Constitutional Cost

The fifth method, a constitutional cost methodology, developed by The Campaign for Educational Equity "improves on 'successful schools'…systematically applies constitutional standards and other relevant legal requirements to the cost analysis process and incorporates research in constitutionally relevant areas into identifying effective educational resources and practices" (Rebell & Wolff, 2016, pp. 14-15). In other words, the legal mandates are used in order to inform the costing out process which ensures that schools receive the funding required to meet these mandates.

Adequacy, Equity, and Efficiency

In the next section, I provide an overview of the funding for EB students. I begin with a description of the literature on federal funding for EB students. Next, I discuss state funding for EB students, in which I include a description of the different ways in which states distribute funding to districts. Finally, I end this section with a discussion on local funding for EB students. In their seminal work, Berne and Stiefel (1994) explained that vertical equity is attained when the distribution of funding varies according to the needs of the students, as opposed to horizontal equity in which funds are distributed equally regardless of student needs. It is important to consider how adequacy is defined by state and local entities. In a costing out study for EB students in California, Gándara and Rumberger (2008) proposed four possibilities for defining an adequate education for EB students: 1) reclassification to Former EB student only; 2) reclassification and

maintenance of academic proficiency; 3) reclassification with biliteracy; and 4) reclassification and closing of the achievement gap; this is definition I used in selecting the NYC DOE as a site for my research. This was the only explicit definition for defining an adequate education for EB students that I found in my review of the literature.

Federal

The primary funding source from the federal government for EB students is through Title III grants (Sugarman, 2016); $884, 959, 633.00 has been allocated for the 2020 fiscal year nationally, it has increased slightly since 2017 (https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-iii.html). School districts receive their Title III funding based on the number of EB students they report to the state. School districts must use this funding to supplement, not supplant what the district is mandated to provide. A Web-based survey administered to 1,528 "nationally representative" (p. 11) district administrators seeking to better understand Title III implementation in school districts, found that the funds serve as a small supplement to the provision of services for EB students (DOE, 2012). In this study, the United States Department of Education mandated that the survey be completed as a Title III obligation, the result was 91.8% participation.

State

Recent research has found that there are three ways in which states currently finance the education of the EB students; namely, formula funding, categorical funding, and reimbursements (Millard, 2015). Scholars have found that the most common and preferred was the weighted approach, which is also referred to as *formula funding* in the

literature (Millard, 2015; Okhremtchouk, 2017; Sugarman, 2016; Verstegen, 2017). It is important to note that identification and classification practices have an impact on district reporting to states and can result in states either overfunding or underfunding districts (Okhremtchouk, 2017). As discussed previously, inconsistencies in identification across the United States is a documented issue in the literature (Abedi et al., 2004; Duran, 2008; Hopkins et al., 2013; Shin, 2018). Additionally, many states have established limits on the number of years they will provide funding for EB students; these caps vary, which means that EB students are not considered uniformly across states (Sugarman, 2016). A comparison of funding allocation among the 10 highest EB student growth states between 2000-2011, found that "funding levels, mechanisms, and allocations vary widely, making it difficult to determine who gets what and whether or not funding translated to improved student achievement" (Horsford & Sampson, 2011, p. 52). In my study, I explored the relationship between various school factors and the data points collected from my principal survey. Since school characteristics (i.e. EB program type, number of ELLs) impact the funding schools receive in the NYC DOE, my study sought to provide insight on the relationship between school funding for EB students and the provision of improved educational opportunities.

Formula Funding. Millard (2015) reported that 34 states use formula funding for programs for EB students. The weights range greatly from 99% per EB student in Maryland to 9.6% in Kentucky (Millard, 2015). Minnesota uses formula funding as the mechanism for funding and applies a weight for EB students (Millard, 2015; Vergesten, 2017). Alexander and Jang (2017) conducted a quantitative study using the data envelope analysis period of 2003 to 2017 to examine the state of Minnesota's educational funding;

their focus was on the equity and efficiency of school expenditures in respect to EB students. They used datasets from the Minnesota Department of Education (MDE) and National Center for Education Statistics (NCES) Common Core of Data (CCD) in order to conduct their longitudinal analysis for horizontal and vertical equity, as well as, efficiency. Alexander and Jang (2017) found that the distribution of resources was uneven, yet the efficiency was constant. It is important to note that the amount of funding for EB students depends on the concentration of students; in districts with a higher concentration of EB students the amount is increased (Millard, 2015; Vergesten, 2015). School characteristics, such as EB program type and number of ELLs, impact the funding schools receive for EB students in the NYC DOE the site for my research study (NYC DOE, 2013, 2017a).

Studies in both Minnesota (Alexander & Jang, 2017) and Texas (Rolle & Jiménez-Castellanos, 2014) found that EB students tend to be concentrated in areas of increased poverty where there are less financial resources, therefore, the weighted funds for EBs students end up contributing to the overall education program. In New York State, a weight of 0.5 for each EB student is incorporated into the state aid allocated to districts (Sugarman, 2016; The University of the State of New York, 2019). However, the fact that the state has not been able to fully fund districts must be taken into account when fully assessing the case in the NYC DOE, the site of my research study, since it has not been fully funded since the Foundation Aid Formula was put in place in New York State in 2007 (Baker, 2016). I discuss this in greater depth in Chapter IV of my study.

Categorical Funding. In her policy brief, Millard (2015) reported that nine states use categorical funding as the mechanism for EB program funding. Through the

implementation of categorical funding as a means to distribute funding, districts in the nine states (Alabama, Colorado, Idaho, Indiana, Nevada, Ohio, Pennsylvania, Utah, and West Virginia) received an additional line item outside of their primary funding formula for EB students; this allocation is only for use for EB students (Millard, 2015; Okhremtchouk, 2017; Sugarman, 2016; Verstegen, 2017).

Categorical funding is used in Colorado for EB students (Colorado Department of Education, 2018; Millard, 2015; Ramirez et al., 2011). The state statute requires that districts only receive funding for five years for an EB student but continue to be mandated to provide EB services to the students for the duration of their EB status (Colorado Department of Education, 2018). Ramirez et al. (2011) conducted a mixed-methods study focused on the impact of categorical funding on EB students was conducted across the 21 Colorado school districts with an EB student population of 20% or greater. Through an analysis of quantitative data, as well as focus groups and interviews, the study found that equity is impacted adversely as the number of EB students increases (Ramirez et al., 2011). Ramirez et al. (2014) conducted a quantitative study which implemented stochastic frontier analysis (SFA) model in Colorado which found that there were few effects on academic achievement for EB students and achievement overtime. This finding has multiple implications for further investigation. The first is that SFA was not "sensitive enough to detect effects on achievement or efficiency" (p. 77). It is possible that districts are supplanting with other funding sources in order to meet the needs of EB students; if this is the case, these findings are similar to the aforementioned adequacy and equity studies conducted for states implementing a formula funding approach.

Reimbursements. Under this state funding mechanism for EB students, states reimburse school districts for qualified expenses for EB students (Millard, 2015; Okhremtchouk, 2017; Sugarman, 2016; Verstegen, 2017). Millard (2015) found that there were three states that implement this approach: Indiana, Michigan, and Wisconsin. New York State, the state in which my study will be conducted, does not use reimbursements as a mechanism for allocating funding for EB students.

Local

Ultimately, school districts determine how funding that is allocated from the state is locally used. None of the aforementioned state allocation mechanisms guarantee that funds specific to emergent bilingual students will be used for these students specifically (Millard, 2015; Okhremtchouk, 2017). Okhremtchouk (2017) applied institutional theory to the analysis of local decision-making resulting in EB student funding ultimately being channeled for other district priorities rather than for the intended population. There is a variation in the ways local districts spend EB student funds (Sugarman, 2016).

An intradistrict exploratory multiple case study between two California schools conducted by Jiménez-Castellanos and Rodríguez (2009) found that significant differences in the educational resources allocated to schools have an impact on student achievement. They examined a "high-ELL, Program Improvement, Title I school and a high-ELL, non-Program Improvement, Title I school" (p. 298) through interviews with the school principals, observation of the school sites, and document review. The authors recommend that there should be greater intradistrict "resource-allocation oversight and analysis" (p. 310); also, there are implications for the need for principals to receive more

professional development on the use of school allocations in order to drive student achievement, specifically pertaining to EB students.

The recent local accountability approach passed in California in 2013 has moved the state towards a locally informed planning process for school finance and accountability that takes EB students into account (Sugarman, 2016; Vasquez Heilig et al., 2017). Vasquez Heilig et al. (2017) conducted an exploratory systemic document analysis of the Local Control Accountability Plans (LCAP) written for the 2014-15 school year for 20 randomly selected districts out of the pool of the 50 largest districts in the state of California. The study found that in the first iteration school districts had "not yet engaged with the local community to facilitate significant changes to accountability or redistribution of funding and resources to support educational equity" (p. 2) for EB students.

There is a dearth of research at the local level that captures ways in which school leaders in school districts are allocating resources in order to improve education opportunities for EB students. Additionally, few, if any, studies have focused on school finance decisions for EB students in the Northeast region of the United States. As Carnock (2016) asserted "New York's reforms offer a rare example of state-level policy innovation and leadership for multilingual children." I believe that this condition, intertwined with school finance decision-making at the local level in New York City that takes EB students into account, sets the stage for exploring what "using money well" (Rebell, 2017, p. 184) in service of improving educational opportunities for EB student could mean.

Chapter Summary

In this chapter, I have discussed four main bodies of literature as they pertain to EB students as follows: language policy, educational best practices, school finance litigation, and school finance decision-making. Through the review of the literature, I have been able to confirm what Jiménez-Castellanos (2017) identified three years ago: gaps in the literature in school finance policy and emergent bilingual students remain. Specifically, Jiménez-Castellanos (2017) noted that the field would benefit from studies that "relate to the development of more effective funding mechanisms" (p. 7) for EB students. My study serves to partially fill the gaps in the literature, as weighted student funding has been at the local level in the NYC DOE and it has been differentiated to account for EB students. An analysis of schools with an indicator of having a bilingual education program, which carries a heavier weight, as compared to ENL only program, can contribute to the literature necessary for innovative approaches for funding the education of EB students. Additionally, the idea put forth by Menken and García (2010) – that there is a lack of policy analysis which captures the role of human agency in the process of implementation – has been affirmed in the process of reviewing the literature. In my study, I was able to capture the role of human agency through my survey of school principals on the degree to which educational opportunities for EB students are being provided in their schools and how they describe their challenges and necessary supports. My study also begins to partially address the gap in literature around the school principal and the education of EB students. In Chapter III, I present the methodology I used for my study.

Chapter III

METHODOLOGY

The purpose of my quantitative study was to capture the perspective of school principals leading schools with 30 or more emergent bilingual (EB) students in the New York City Department of Education (NYC DOE) with various school demographics and offering different program types for EB students. I sought to identify trends in educational opportunities using the framework found in New York State Education Department (NYSED)'s *Blueprint for English Language Learner/Multilingual Learner Success* and a review of the literature as a guide for my research questions. In this chapter, I present in detail the methodology I used for my study.

Overview of Chapter

I begin this chapter with my research questions, which I hope will provide valuable information to the field of education. Next, I provide my rationale for using a quantitative method design to capture NYC DOE school principals' perspectives of the educational opportunities for EB students in their schools. I follow with an overview of the research design, a description of the site selected for this study, my methods for data collection, and a description of how I analyzed the data. Finally, I conclude the chapter with a discussion of the issues of validity and study limitations.

Research Questions

My main research question was: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that the educational opportunities for EB students put forth in NYSED's *Blueprint for English Language Learner/Multilingual Learner Success* are present in their schools*?*

In order to answer my main research question, I created three sub-questions that align with the principles found in the blueprint and also, based on my literature review (see Chapter II), correspond with the research on effective education for EB students. I explore the following sub-questions through this study:

1) To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *equity, access, and inclusivity* are present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?
2) To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *language and culture being utilized as assets* as being present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

3) To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *professional development opportunities relevant to improving the education of EB students* are being provided in their school? To what extent is there evidence of a difference in mean responses about *professional development* focused on EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

Rationale for Quantitative Research Design

I used a quantitative nonexperimental research design in order to address my research questions and to cast a wide net while capturing the perspectives of my target population – 1,136 school principals across the NYC DOE. As Schreiber and Asner-Self (2011) put forth, quantitative research focuses on being objective and, therefore, "quantifying the phenomenon under investigation, assigning numbers to ideas" (Schreiber & Asner-Self, 2011, p. 13). A quantitative nonexperimental research design allowed me to complete both a descriptive study that created an overall picture of NYC DOE school principals' perspectives of educational opportunities for EB students, and to find the differences between the principals' perspectives and school factors through an analysis of data from both Likert-scale and open-ended item responses (Schreiber & Asner-Self, 2011).

Research Design Overview

In this section, I provide an overview of the process I followed for my research design.

Step 1: Identify Research Topic

I selected a research topic that is relevant to the current educational landscape of urban school leadership, that of the education of emergent bilingual (EB) students. As a former bilingual educator and a district-level administrator serving EB students my entire career, I wanted to better understand the supports necessary for principals to be able to continue to improve educational opportunities for EB students in their schools.

Step 2: Conduct Literature Review

I conducted an in-depth review of the literature on EB students to develop the conceptual framework for this study. Research in the field of language acquisition identified numerous barriers to providing them with optimal EB educational experiences (Johnson & Johnson, 2015; Johnson et al., 2018; Welner & Escamilla, 2002; Wright, 2005). As Stufft and Brogadir (2011) explained, “financial constraints, a lack of resources, limited personnel, overcrowded classrooms, social and racial tensions and debate about curriculum and instruction” (p. 562) have accounted for challenges facing the education of EB students. This study focuses on two of the identified barriers in the literature: 1) language policy and 2) school finance policy. (see Chapter II for more details regarding the literature that informed this study).

Step 3: Proposal Hearing, IRB, and NYC DOE Approval

I had my dissertation proposal hearing in January 2020. Appendix K includes a detailed timeline for my study. Once I received approval from my proposal hearing, I submitted an IRB application for approval to Teachers College, Columbia University. I also submitted my proposal for review by the NYC DOE to obtain approval from the NYC Conflict of Interest Board. This was required due to the role I hold within the NYC DOE as a Central Office employee within the Division of Multilingual Learners. Finally, once I had approval from both Teachers College IRB and the NYC Conflict of Interest Board, I submitted my IRB application to the NYC DOE in order to move forward with the data collection phase of my study. Appendix E includes the NYC DOE adult informed consent form for my study.

Step 4: Pilot Study

I conducted a pilot study to improve my survey with four current or former school principals in March 2020. Irwin and Stafford (2016) suggest conducting a pretest using cognitive interviewing in order to gather feedback on both the construct of the questions and the experience of completing the survey. I followed the process outlined in Irwin and Stafford (2016) in order to gather feedback and improve my survey prior to the administration of the survey to the target population. As result of this process I was able to experience listening to the thought process for four school principals (two current) as they completed the survey, and adjusted my survey in light of their feedback.

Step 5: Invitations to Survey Participants

After receiving approval from the Teachers College IRB, the NYC Conflict of Interest Board, and the NYC DOE IRB, I formally sent an initial recruitment email to school principals using my institutional Teachers College email address. In this recruitment email, I requested that school principals reply within seven days to notify me if interested in participating in my study. I was able to send the initial recruitment email on July 7, 2020. Appendix B includes my initial recruitment email.

Step 6: Administer the Survey

Once I had collected all the responses from the 105 school principals who expressed interest in participating in my study, I sent an email with a link to complete an online Qualtrics (http://www.qualtrics.com) survey to only these school principals. The survey began by requesting consent from the principals participating (Appendix E). The informed consent explained the survey is confidential, voluntary, and the data collected were be used to inform my dissertation study. The data collection period was open for a total of two weeks. The school principals received two reminder emails: the first after one week (Appendix G) and a final reminder (Appendix H) the day before the data collection period closed.

Step 7: Data Analysis

I began to analyze all the survey data in September 2020. I calculated the summary statistics for the Likert-scale items (Pazzaglia et al., 2016b). I also completed a statistical analysis (i.e. ANOVAs) in order to determine if there were any statistically significant differences in means of principals' perspectives (Laerd Statistics, 2015). For

the data collected from the open-ended questions, I coded, categorized, and found themes across categories (Corbin & Strauss, 2015). Finally, I prepared tables and figures in order to present the results (Pazzaglia et al., 2016b).

Step 8: Writing

I wrote my interpretations of the data, and described my findings and conclusions from the data collected (see Chapters V, VI, and VII). My hope is that my study can contribute to the literature and to the field in order to improve educational opportunities for EB students.

Selection

Selection of Site

As mentioned, the selection of the New York City Department of Education (NYC DOE) as the site for my study was purposeful because it provided the best data for multiple reasons (Maxwell, 2013). In 2013, Maxwell explained two goals for purposeful site selection: the first was to achieve "representativeness or typicality of settings" (p. 99) and the second to "capture the heterogeneity in the population" (p. 99). As the data show, the number of emergent bilingual (EB) students has been increasing throughout the United States during the past four decades (Heineke, 2015; Hopkins, 2016; Welner & Escamilla, 2002). The percentage of EB students in cities was 14.7% in 2017 which is greater than the national percentage overall (DOE, 2020). New York City serves the second greatest number of EB students in the nation (CGSC, 2019). In 2019, EB students represented about 13% of the NYC DOE school population which closely mirrors cities across the United States (NYC DOE, 2019b).

The statistics indicate the NYC DOE accomplished representativeness of settings as described by Maxwell (2013). The size and demographic composition of the NYC DOE enabled me to capture an adequate sample size and to identify the relationship between numerous school factors, including school level, EB numbers and percentage, and program service type. These factors provided the opportunity of capturing the heterogeneity that exists in the settings EB students are served (Maxwell, 2013).

Additionally, the NYC DOE is located within New York State, a state in which language policy allows for an additive approach to the education of EB students (Carnock, 2016; NYSED, 2014). New York State's Commissioner's Regulations (CR) Part 154, for example, mandate bilingual education, an educational opportunity for EB students that both allows students to use their home language as they acquire English and includes a differentiated approach to delivering English as a New Language (ENL) instruction based on an EB student's English proficiency level (Carnock, 2016; NYSED, 2014).

In 2007, the NYC DOE also began implementing a school finance policy through weighted student funding – it has planned for vertical equity for the education of EB students (NYC DOE, 2013, 2019c, 2020). Because I chose to focus on these two barriers (i.e., language policy and school funding policy) for the education of EB students, the NYC DOE was able to provide a setting in which the policy for both was well-developed (Stufft & Brogadir, 2011); thus, I chose to use the NYC DOE as the site for my study.

Access to Research Site

As Light, Singer, and Willett (1990) explained, "practical issues such as access, rapport, and logistics must be considered carefully…" (p. 49). In March 2019, I returned

to the NYC DOE after completing two years of doctoral coursework at Teachers College. At the time of this study, I lead a team that oversees the implementation of EB student policy and data analysis for EB students for the NYC DOE. Due to my position as a Central Office administrator within the NYC DOE, I have a greater understanding of access and logistics within the NYC DOE than someone who does not work within the organization, which increases the feasibility of this study. Next, I share more details about my role in relation to the research, and the influences it may have had on this study. Then, I discuss more of the selection criteria I used when selecting the NYC DOE as the study site.

My Role in Relation to the Research. In 2014, Dillman et al. wrote about issues of trust (specifically with surveys conducted via the Internet) by specifying that sponsorship by a legitimate authority can increase participation. The fact that this study was completed as part of a doctoral dissertation at Teachers College, Columbia University may have a "positive effect on the decision to respond" (Dillman et al., 2014, p. 39). Alternatively, it may also have had the opposite effect on principals and discourage them from choosing to participate. My position within the NYC DOE may also have impacted participants decision to respond or not to the recruitment email and survey. As mentioned to the participants, the NYC DOE IRB consent form communicated that all information would remain confidential. Although I did not disclose my role within the NYC DOE, as requested by the NYC DOE IRB, participants who may have been familiar with my name or role may have chosen not to participate due to my position within the NYC DOE.

Other school principals may have chosen to participate because of my position within the NYC DOE for different reasons. As suggested by Dr. Alex Bowers, Associate Professor at Teachers College, those who identified my name and role could have been influenced in how they responded. Thus, I considered whether participants provided responses that reflect what they actually think, or whether they responded according to how they may think the NYC DOE would like for them to respond (A. Bowers, personal communication, December 11, 2019).

Selection Criteria. The fact that the NYC DOE serves the second greatest number of EB students in the nation, that three of the four top home languages spoken by EB students nationally are also the top four in the NYC DOE, and that the percentage of the EB composition in the NYC DOE mirror other cities across the United States were all reasons for the selection of this site (CGSC, 2019; NYC DOE, 2017).

Additionally, as I mentioned in Chapter II, my selection criteria for New York City as the site for my study incorporated Gándara and Rumberger's (2008) four standards of providing an adequate education for EB students. Before I describe Gándara and Rumberger's (2008) indicators in more detail, it is important to note that the assessments which drive the results of each indicator were not administered during the 2019-20 school year due to the COVID-19 pandemic in New York State and therefore, these indicators will not be available for the 2019-20 school year (The State Education Department/The University of the State of New York, 2020). As such, I used data from the 2018-19 school year in order to describe the outcomes of the four indicators for New York City, since they were the most recent data available at the time of the completion of my research. Additionally, New York City shows promising achievement data for three

out of the four indicators proposed by Gándara and Rumberger (2008); data on one indicator, reclassification with biliteracy, is not currently available.

The first standard Gándara and Rumberger (2008) suggested for defining an adequate education for EB students is: reclassification to becoming a former EB student, which means students fully obtain English proficiency. In 2018, New York State released the student performance measures outlined in the Every Student Succeeds Act (ESSA). Included among these measures was a school-level measure of the English Language Proficiency (ELP) growth of EB students based on the annual New York State English as a Second Language Achievement Test (DOE, 2017). The ELP measure encompassed both reclassification to former English Language Learner (ELL) and progress towards English proficiency in schools with 30 or more students in this subgroup. New York City data on this indicator for EB students outperformed the other big five cities in New York State, including Buffalo, Rochester, Yonkers, and Syracuse in both the 2017-18 and 2018-19 school years. About 59%, representative of 665 New York City schools, met or exceeded the expectations for student growth in English proficiency in the 2017-18 school year; this trend continued in the 2018-19 school year with about 69%, representative of 800 New York City schools, meeting or exceeding expectation for student growth in English proficiency (https://data.nysed.gov/downloads.php).

For the second and fourth indicators put forth by Gándara and Rumberger in 2008 (i.e., maintaining academic proficiency and closing the achievement gap), a comparison of academic performance between *ever* EB students (students who exited EB status during their K-12 school career) and *never* EB students (students who have always been proficient in English and therefore have never been an EB student) indicates that New

York City has promising data for meeting the standards of an adequate education for EB students. Data show ever EB students have been outperforming their never EB counterparts in Mathematics across grades 3-8 since 2014 and in English Language Arts across grades 3-8 since 2015 (NYC Department of Education, 2019). These data indicate that upon exiting EB status, not only are EB students maintaining their academic proficiency but that they are also closing the achievement gap. As is indicated by the data, access to the research site, and the selection criteria, the composition of NYC DOE makes it an ideal site for this study.

Selection of Target Population

Details regarding the target population for my study can be found in Appendices L and M. The criteria I used to identify the participants for my study was based on the criteria established in the NYSED ESSA plan (U.S. DOE, 2017) for calculating the school accountability measure for English Language Proficiency (ELP). Under this plan, only schools with 30 or more EB students receive an accountability score for the ELP measure – which is based on the performance of students on the annual New York State English as a Second Language Achievement Test (NYSESLAT). A total of 1,136 NYC DOE schools out of 1,861 total NYC DOE schools operating in the 2019-20 school year met the criteria in the 2018-19 school year (NYC DOE, 2019). All principals of these schools were invited to complete the principal questionnaire through my survey. I used the data for the 2018-19 school year because it was the most recent release available from the NYSED. The total number of school principals meeting my selection criteria was 1,136.

The target population for my study can be found in Table L1 in Appendix L. It includes the school characteristics that I used in the data analysis in order to answer the second part of each of my four research questions. I obtained the data for English Language Proficiency score from publicly available New York State Education Department's 2018-19 Student and Educator Database (https://data.nysed.gov/downloads.php). I obtained the data for school type from available NYC DOE Downloadable School Data and is reflective of April 19, 2020 (https://infohub.nyced.org/in-our-schools/operations/lcgms), the data for percentage of ELL composition and number of ELLs for 2018-19 were obtained from the NYC DOE Demographic Snapshot (https://infohub.nyced.org/reports/school-quality/information-and-data-overview) and the data for ELL program type was obtained from NYC DOE 2019-20 Bilingual Education Programs (Dual Language and Transitional Bilingual Education) List (https://infohub.nyced.org/in-our-schools/programs/english-language-learners-programs-and-services). All data points reflect the most recent available at the time of the dissertation study.

Additionally, Table M1 in Appendix M includes a breakdown of the ELP scores received for the 1, 164 schools. NYSED reports ELP separately for elementary school and high school level. There were a total of 28 schools that serve both elementary and high school level grades; this means that they received two ELP scores, one for each of the grade levels. For this specific school characteristic there were a total of 1,164 scores for the target population of 1,136 schools. I obtained the data for English Language Proficiency from publicly available New York State Education Department's 2018-19 Report Card Database (https://data/nysed.gov/downloads.php).

Methods of Data Collection

In this section, I first explain the data collection method I selected, which is a survey (Appendix A). I first discuss the survey protocol which includes survey development, design, and use of an online platform. Next, I include an in-depth description of my pilot study and the revisions to my survey as a result of my findings from my pilot study. Finally, I provide a full description of the data collection process I followed in order to complete my study.

Survey Protocol

As described by Schreiber and Asner-Self (2011), surveys, "are designed for descriptive purposes—to observe the current state of the phenomenon" (p. 126). Through the administration of a survey for school principals, I was able to learn about a group of 74 school principals' perspectives on the educational opportunities for EB students in their schools given the current policies, both language and school finance, that exist in the NYC DOE. To answer my research questions, I developed a survey by adapting elements from New York State's *Blueprint for English Language Learner/Multilingual Learner Success* in order to capture the perspectives of NYC DOE school principals regarding educational opportunities for EB students present in their respective schools. In this section, first I provide a description of the development of my survey, and then follow with details about the design of my survey in an online survey platform.

Survey Development

In order to develop the survey, I began by drafting new survey items based on the language in New York State's *Blueprint for English Language Learner/Multilingual*

Learner Success. I did this because the components of this framework meet the expectations from NYSED for the NYC DOE and align to the major areas which the literature identifies as key to EB student success in schools. Additionally, the blueprint framework may have been familiar to school principals completing the survey.

Next, I reviewed my proposed survey items with my interpretive community as a part of my Dissertation Advisement class with Dr. Drago-Severson during Fall 2019. Through this process, I was able to refine the survey questions. Specifically, I focused on ensuring I was asking one question at a time, that the questions were technically accurate, and that the questions used simple and familiar terms (Dillman et al., 2014).

I designed the survey (see Appendix A) to better understand, from the perspective of NYC DOE school principals serving 30 or more EB students, how the areas identified by the research are currently being met in order to fulfill the promise of improved educational opportunities for EB students given the current language and school finance policies. The survey consists of five parts and a total of 46 questions. The parts are as follows: 1) school demographics, 2) equity, access, and inclusivity, 3) language and culture as assets, 4) professional development, and 5) parental engagement.

The first part of the survey, school demographics, included four multiple choice questions regarding school level, EB student composition, and program service type for EB students. In parts two through five, I used a Likert scale with a response scale size of 5; the options for responding were: *strongly agree, somewhat agree, neither agree or disagree, somewhat disagree,* and *strongly disagree*. It was a bipolar scale, which measured "both the direction and the intensity of the construct" (Dillman et al., 2014; p. 153). Dillman et al. (2014) cited Krosnick and Frabrigar (1997) who indicated that

"scales of these lengths have been shown to more reliable and valid as well as to provide meaningful distinctions for analysis" (p. 153).

After the Likert scale questions, each part concluded with two questions for open responses. The first open-ended question gathered information on the greatest challenges in planning for and providing elements in the respective area (e.g. "equity, access, and inclusivity"), and the second open-ended question gathered information on the structure or supports that may assist principals in addressing the identified challenges. Providing an opportunity for an open response enabled me to capture the principals' thoughts without constraints of a forced choice question (Dillman et al., 2014; Irwin & Stafford, 2016). I have included a survey audit trail (Appendix C) that aligns each question to my research questions and pertinent literature.

Online Survey Platform

Once I finalized the content of the survey, I built the survey in the Qualtrics online survey platform because it is a technology resource supported by Teachers College. In the design of the survey within the platform, I did my best to ensure that it would be user-friendly if the participants were to complete it using either a computer or a mobile device. As suggested by Dillman et al. (2014), I paid specific attention to the visual design of the survey including the basic page layout and how the information was organized on each page. My work included grouping and organizing the information on each page as it "encourages respondents to perceive the connected elements as a group" (Dillman et al., 2014, p. 179). For example, I included each of the Likert-scale items in each of the survey categories together on one page of the survey and consistently made the beginning and end of each section clear to the participant. There were a total of 12

pages for the survey, I lay out the components of the survey included in each of the pages in Table 3.1 below.

Table 3.1

Survey Layout in Qualtrics

Page	Content	Number of Items
1	Informed Consent	1
2	School Demographics Information	4
3	1a. Equity, Access, and Inclusivity: Instructional	6
4	1b. Equity, Access, and Inclusivity: Assessment	5
5	1c. Equity, Access, and Inclusivity: Leadership	5
6	Equity, Access, and Inclusivity: Open-ended	2
7	2a. Language and Culture as Assets	6
8	Language and Culture as Assets: Open-ended	2
9	3a. Professional Development	6
10	Professional Development: Open-ended	2
11	4a. Parental Engagement	6
12	Parental Engagement: Open-ended	2

After building the survey, I created settings within Qualtrics to ensure that it was set up to collect the responses following my established protocol. In order to optimize the participant's survey experience, as recommended by Dillman et al. (2014), I activated the *back button* so that participants would be able to change responses in sections previously completed, and also activated the *save and continue* feature so that participants could save their responses and continue at a later time. I also set up survey security protections. For example, I prevented ballot stuffing by setting up my Qualtrics survey to end the survey if a respondent attempted to take the survey more than once. Finally, I activated

the feature to *anonymize responses* so that no personal information and contact association such as IP addresses would be collected. It took participants between 15 to 30 minutes to complete the survey.

Pilot Study for Survey Improvement

Irwin and Stafford (2016) suggested conducting a pretest using cognitive interviewing in order to gather feedback on both the construct of the questions and the experience of completing the survey. The authors cited experts who explained "cognitive interviewing is a method for identifying and correcting problems with surveys that involves administering a draft survey while interviewing the respondent to determine whether the survey items elicit the information their author intends" (Irwin & Stafford, 2016, p. 11). For this reason, as mentioned earlier, I completed this pilot study process with four school principals who were not a part of my target population; two were current school principals and two were former principals who hold central office roles.

Cognitive Interview Protocol

I adapted a sample cognitive interview protocol from Irwin and Stafford (2016) and created one for my study (Appendix N). The cognitive interview was designed to take approximately an hour to complete. After completing the welcome and introductions, as well as, setting up the technology, I asked the pilot study participants to complete the informed consent and take the survey.

As the researcher, I requested that participants think aloud as they read and completed the survey. This allowed me to listen to their thinking for each item and identify items which may have caused confusion for any participant. I took notes on a

copy of the survey items as participants shared their think-alouds and completed the survey. I then conducted a post-survey follow-up which consisted of gathering overall perceptions of the survey, specifically around three main areas: 1) relevance, 2) length, and 3) flow. The follow-up allowed for participants to provide feedback about any specific item. The cognitive interview concluded with a request for any additional thoughts, and an expression of gratitude for participants.

The questions included in the survey are reflective of best practices for EB students, and are applicable to any principal in a state that allows for bilingual education. For questions that mentioned specific New York State information such as assessments, I provided an overview of the terms for the pilot participants who had not served in the role of principal in New York State and were practicing principals in New Jersey, a state which also allows for bilingual education. For example, I explained that the term *English as a New Language* used in my survey was equivalent to the term *English as a Second Language* used in the New Jersey. It is also important to note the term *English Language Learner* (ELL) was used instead of *Emergent Bilingual* (EB) in the survey in order to ensure familiarity with the terminology and align with the term New York State and New York City uses to refer to students who are not yet proficient in English (and therefore, entitled to English acquisition instruction). I studied the findings and recommendations from the pilot study in order to refine the final survey that I used for my study.

Pilot Participant Characteristics

In Table 3.2 below, I include specific characteristics of the pilot participants. Each of these characteristics were important for me to take into consideration as they could

have influenced the way in which participants understood and processed the various components of the survey during the cognitive interview. As put forth by Maxwell (2013), the use of pilot studies "is to develop an understanding of the concepts and theories held by the people you are studying" (p. 67). Two of my participants had completed a doctoral program; it was especially evident during one of the cognitive interviews with a post-doctoral student that his recommendations for the survey were rooted in many of the insights he developed as a result of his doctoral experience. The two participants who were sitting principals at the time of the study shared their reflections of their schools as they completed the survey.

Table 3.2

Pilot Study Participant Characteristics

Participant	Current Role	EdD or PhD (Yes/No)	Years of Service	State of Service
1	Central Office	Yes	2	New York
2	Central Office	No	11	New York
3	School Principal	Yes	4	New Jersey
4	School Principal	No	6	New Jersey

Survey Administration

I began my pilot cognitive interview process in March 2020 while I was awaiting the review and approval of my Conflict of Interest waiver from NYC. I have included Table 3.3 below which contains information regarding survey administration details for each participant. As indicated in Table 3.3, by completing the four cognitive interviews, I

found that the time spent completing the survey when the cognitive interview was conducted over the phone was significantly less than when it was completed in person. All participants were able to choose whether they preferred to take the survey using their mobile device or a computer. The participants whose cognitive interviews took place over the phone both chose to complete the survey using a computer; whereas, the participants whose cognitive interviews took place in person selected to complete it on their mobile device. None of the participants experienced any technical difficulties either accessing the survey via the link or viewing the items as they completed the survey.

Table 3.3

Pilot Study Participant Survey Administration Information

Participant	Completion Time	Survey Mode	Interview Setting
1	30 minutes	Mobile Device	In Person
2	18 minutes	Computer	Phone
3	26 minutes	Mobile Device	In Person
4	15 minutes	Computer	Phone

Findings and Modifications

Below, I fully report the findings and modifications made to the survey and communications as a result of my pilot study. I have organized this section into the main components of the post-survey follow up of my cognitive interview protocol: 1) relevance; 2) length; and 3) flow.

Relevance. In terms of being relevant to educational for EB students, all four of the participants ranked the survey questions an 8 or above on a scale of 1 to 10, in which 10 is equal to most relevant. All of the participants expressed that they believed it would

be a good tool to use in order to assess how a school is planning for and serving EB students; the two sitting principals left the cognitive interview with reflections of next steps for their school.

Length. As a result of completing the cognitive interview process, I was able to more concretely identify the estimated amount of time it may take a participants to complete the survey. Prior to the pilot study, I had relied solely on the automated algorithm calculated in Qualtrics which estimated that my survey would take 19.2 minutes to complete. I updated my recruitment materials to reflect an approximate completion timeframe of 15 to 30 minutes as a result of this finding.

I also noted that Participant 1 expressed that the survey felt long; they were not certain if it was the wording or the number of questions. The survey for this participant was administered in person and it took him 30 minutes to complete. The other three participants expressed that the length felt right to them and that the organization of the survey did not make it feel overwhelming to them as participants.

Flow. All four of the participants expressed that the information in the invitation communication and in the adult informed consent clearly communicated the study, and was in line with what a participant should expect. The initial version of the invitation email included a subject line that started with the words “Important Invitation.” Participant 2 shared that as a principal, she received many invitations and that including the word “invitation” in the subject line may be a deterrent for participants to open the email. For that reason, I updated the subject line of the initial recruitment email to be: “Please Contribute to Research on Ed Leadership, ELLs and School Finance.”

All four of the participants shared that the survey flowed well overall. Participant 1 shared that once they got used to the flow of the survey construction, they felt successful completing it. Participant 4 shared that they did not feel intimidated while taking the survey, they felt that the vocabulary included was user-friendly and that most principals would be familiar with the terminology. This feedback, overall, served as an affirmation of the previous work I had completed with my interpretive community as a part of my Dissertation Advisement class with Dr. Drago-Severson during Fall 2019.

In this section, I discussed how I was able to refine the survey questions based on a pilot study. Specifically, I ensured that the survey asked one question at a time, that the questions were technically accurate, and that the questions used simple and familiar terms (Dillman et al., 2014). In the next section, I discuss my survey data collection, including how I recruited participants and distributed the survey.

Survey Data Collection

In this section, I provide a full description of the data collection processes I followed in order to complete my study. I begin by describing my recruitment plan, and then provide an in-depth description of the execution of the recruitment plan in order to complete the data collection via my survey of NYC DOE school principals.

Recruitment Plan

The recruitment plan presented in my dissertation defense in January 2020 followed best practices for recruiting for participation in a survey, this included sending the survey link and three subsequent reminders to all of the target population (Dillman et al., 2014). Due to revisions requested by the NYC DOE IRB, my survey recruitment plan

executed in July and August 2020 was updated. The NYC DOE requested that my data collection process ensure that school principals who were not interested in participating would not receive reminders to participate in the study. As such, I updated the data collection plan to begin with an initial recruitment email for all of the target population to which a principal would respond "yes" in order to indicate their interest in participating in my study. In this way, only school principals interested in participating in my study received the survey link and any subsequent reminders.

Execution of the Recruitment Plan

In this section, I provide a description of the initial recruitment process. Next, I describe the survey distribution process I followed for my study. Then, I explain how I sent reminders throughout my survey collection. Finally, I provide a data analysis of the completion of the survey. In Appendix O, I provide a comprehensive timeline for the execution of my recruitment plan for my survey which started on July 7, 2020 and ended on August 13, 2020. In this timeline, I include various actions I took as a researcher in relation to my recruitment and I quantify the types of responses I received throughout the data collection period.

Initial Recruitment. On July 7, 2020 I began recruitment for participation in my survey by sending 1,136 NYC DOE school principals, my target population, the initial recruitment email. NYC DOE school principal emails are publicly available on the NYC DOE website and this is how I obtained them for my study. Each email was personalized by including the school principal's last name in the salutation of the email after their title of principal (e.g. Dear Principal García). Dillman et al. (2014) recommend personalization of communications as "it establishes a connection between the surveyor

and the respondent that is necessary to invoke social exchange, and it draws the respondent out of the group" (p. 329).

The initial email was an invitation for school principals to participate in my study, and it requested for them to reply to the email within seven days if they were interested (see Appendix B). I sent all communications regarding my survey to principals via my institutional Teachers College email; after having attained approval from the New York City Conflict of Interest Board first, followed by the NYC DOE IRB. The waiver I received from the New York City Conflict of Interest Board specified that I could not use my NYC DOE email for my dissertation study.

Survey Distribution

Only the 105 school principals who had indicated an interest in participating in my study received a communication with the link to the survey (see Appendix D) as Pazzaglia et al. (2016a) suggested. I sent the communication with the survey link out of the Qualtrics platform. In this way, the principals were able to receive the information in an email from my Teachers College email and Qualtrics would be able to determine the individuals who did not complete the survey so that only these individuals would receive any reminders.

The survey included the NYC DOE IRB adult informed consent (see Appendix E). The adult informed consent informed participants that responses are confidential in order to protect their privacy and that the electronic records of the survey results would be stored in a password protected drive to which only I have access. The Qualtrics survey was anonymous, and no identifiers were collected. The survey allowed participants to return to it if they were not able to complete in one sitting, they were not required to

respond to any question, and they were be able to back up in the survey as suggested as optimal features for web survey design by Dillman et al. (2014). In Appendix O, I include a comprehensive timeline which includes details about the distribution and completion of my survey.

Reminders

The survey was open for a total of two weeks after the communication with the survey link was sent to the school principals who expressed an interest in participating in my study. I sent my first reminder to each of the rounds of participants halfway through the data collection period; on July 22nd for Round 1, July 28th for Round 2, and August 5th for Round 3. There was a notable increase in the number of surveys completed after I sent the first reminder (Appendix G) for Round 1 participants. After I sent the reminder on July 22nd, 14 additional surveys were completed. Whereas, after the July 28th reminder, there were two additional surveys completed; and after the August 5th reminder, there was one additional survey completed.

One day before the two-week data collection period closed, I sent a final reminder email to principals (see Appendix H; Pazzaglia et al., 2016a). I completed this on July 27th for Round 1, on August 5th for Round 2, and on August 12th for Round 3. This resulted in an increase of 13, one, and zero completed surveys, respectively. It is important to note that after I sent the final reminder to Round 1 on July 27th, two of the participating principals informed me that the communication with the survey link had been automatically moved into the "Other" tab within Microsoft Outlook, which they do not routinely check. It appeared that emails sent through the Qualtrics platform may have been automatically flagged and placed in the Other tab, as opposed to the "Focused" tab.

This may explain the nonresponse rate from school principals who had expressed interest in participating in my study because emails placed in the Other tab are often less important (e.g., automatically generated or bulk email). Upon consultation with my dissertation advisor, we determined that it would be important to send a communication to participating principals alerting them of the technological issue (Appendix I).

I sent this email on July 29th to a total of 91 of the 103 school principals who had received the email from Qualtrics; I was able to remove 12 of the school principals because they notified me via email that they completed the survey. As such, I did not want to send them an additional email since it was no longer relevant. In the email, I acknowledged that some of them may have already completed the survey and extended my appreciation to them. I also explained that I was not able to differentiate between those who had completed and those who had not due to the anonymity of the survey. Once again, the school principals amazed me. I received some responses indicating that they had not had any trouble, others thanking me, and others sending me more words of encouragement in my journey. After sending this email, 10 additional school principals completed the survey on July 29th.

Survey Completion

At the end of the data collection on August 13th, a total of 74 school principals had completed the survey. Seventy-seven of the 105 school principals who had communicated an interest in participating in the study actually started the survey. Three of the 77 who did complete the survey never agreed to the informed consent; this means all three completed zero percent of the survey. Twenty-eight of the 105 school principals

did not click the hyperlink to start the survey, despite having initially communicated an interest to participate in the study.

As mentioned previously, the survey allowed participants to return to it if they were not able to complete in one sitting, they were not required to respond to any question, and they were be able to back up in the survey (Dillman et al., 2014). Sixty-three of the 74 school principals started and finished the survey on the same date; I provide summary statistics for survey completion time in Table 3.4. For these principals, it took them an average of 28.9 minutes to complete the survey. The minimum amount of time it took a principal in this group of 63 to complete the survey was 5.5 minutes and the maximum was 2 hours and 6.2 minutes. The average amount of time it took participants to complete the survey was aligned to the findings of my pilot study. Eleven of the 74 school principals completed the survey in more than one sitting, since the data show that it was started on one date and completed on another date. On average, this group returned to the survey seven days after starting it. The minimum number of days in which a principal returned to completing the survey was one day after starting it and the maximum was 14 days after starting it.

Table 3.4

Survey Completion Time

	Amount of Time
Minimum	5.5 minutes
Maximum	2 hours and 6.2 minutes
Mean	28.9 minutes

Data Analysis

In the next section, I describe how I analyzed the data collected from my survey for principals and how I displayed the data so that I was able to "understand and interpret the findings and their implications" (Pazzaglia et al., 2016b, p. 12). The findings for my study can be found in Chapters V through VII.

Survey Data Analysis

In order to complete an analysis of the data collected in the Likert scale items of my survey, I followed the five-step process suggested by Pazzaglia et al. (2016b). This included: "reviewing the analysis plan, preparing and checking data files, calculating response rates, calculating summary statistics, and presenting results in tables or figures" (p. 2). In Appendix J, I have included my survey analysis plan which includes a presentation of methods for each of the survey items and the corresponding research question it addressed.

In order to calculate summary statistics for each of my Likert-scale items, I used IBM SPSS Statistics (Version 27; Mertler & Reinhart, 2017; Pazzaglia et al., 2016b). I completed a statistical analysis (i.e. ANOVAs) in order to determine if there were any statistically significant differences in means of principals' perspectives of educational opportunities for EB students based on their responses to the Likert-scale items and the four school factors collected in the survey (i.e. school level, EB program type, percentage of EB students, and number of EB students) for the 74 principals who responded (Schreiber & Asner-Self, 2011). In order analyze the data collected in the open-ended responses, I followed the process of coding, categorizing, and finding themes for the data

from the open-ended responses as suggested by Corbin and Strauss (2015). In 2016, Saldaña cited scholars who suggested keeping a code frequency report; I kept a code frequency report for the number of school principals who mentioned a specific code, as suggested. Then, I analyzed each by the four school factors collected in my survey.

Data Displays

Throughout my data analysis chapters (i.e. Chapters V, VI, and VII), I present the results collected from my survey in tables and figures. I use tables in order to present the frequency and percentage of respondents for each Likert-scale item (Pazzaglia et al., 2016b). I use both tables and bar graphs in order to display the results of each ANOVA which compared the mean responses from the Likert-scale items for following four school indicators: school level, percentage of ELLs, number of ELLs, and ELL program service type offered in the school (Pazzaglia et al., 2016b). I use tables in order to display frequencies of codes from my analysis of the data from my open-ended questions. I also used tables to present the codes that emerged from my open-ended question data analysis by each of the four school factors collected in my survey.

Validity

In the next section, I identify the validity threats in my research design, including research bias and reactivity. Additionally, I describe threats to the validity of the data gathered from my survey. Then, I discuss how I addressed these threats.

Researcher Bias

My qualitative analysis of the open-ended responses of my survey was the most subject to researcher bias and subjectivity. Maxwell (2013) cited Miles and Huberman (1994) and Shweder (1990) regarding the threats to the validity of qualitative conclusions being "the selection of data that fit the researcher's existing theory, goals, or preconceptions, and the selection of data that 'stand out' to the researcher" (p. 124). As stated previously, I have had a lifelong commitment to the work of serving EB students and have held a Central Office position with the NYC DOE for almost a decade in which I have interacted with school principals. This commitment and experience can present issues of researcher bias that I carefully attended to. The precautions I took to address these biases were writing analytic memos as I coded the open-ended responses. I also cross-checked with a colleague from my doctoral classes who is trained in research methods at Teachers College; doing so helped me identify if I was biased in my coding (Maxwell, 2013). Finally, I conducted queries in the Nvivo software program to cross-check my codes for the data from the open-ended responses (Saldaña, 2016).

Researcher Reactivity

Maxwell (2013) defined reactivity as the "influence of the researcher on the setting or individuals studied" (p. 124). As a researcher, I did my best to protect the privacy of the participants and maintain confidentiality. The informed consent form communicated to participants that I would make every effort to keep all information private; this is critical for principals and I hope that it reduced the reactivity of participants due to my position in the Central Office. Yet, my position with the NYC DOE may have had an influence on survey response. Although the IRB consent forms

communicated that all information would remain confidential, participants may have chosen not to participate due to my position within the NYC DOE. While the NYC DOE IRB requested that I remove any mention of my professional role, some principals may have recognized my name. Other school principals may have chosen to participate because of my position within the NYC DOE for different reasons. However, I believe that doing everything within my control to maintain the confidentiality of the participants has resulted in an increase in the honesty in which the questions were answered. Additionally, the recruitment email (see Appendix B) was framed as a request for help. Dillman and colleagues (2014) cited Homans (1961) and Blau (1964) regarding requests for help or advice in surveys, stating, "people often feel good when others ask them for advice or assistance that only they can provide" (p. 28).

Response Rate

The U.S. Department of Education's standards for survey completion is 85% (U.S. Department of Education National Center for Education Statistics, 2012). In order to reach this response rate, 966 of the 1,136 school principals would have needed to respond to the survey. Since participation was voluntary, it was likely that the completion rate for the survey would be lower. In consulting with Dr. Alex Bowers, an expert in survey research in the field of education, I came to understand that I could anticipate a low survey response rate of 25% based on his previous experiences (A. Bowers, personal communication, November 4, 2019 and December 11, 2019).

I attended to this validity threat by monitoring the response rate and sending reminders to school principals who communicated an interest in participating in my study in an effort to increase response rate. My response rate was ultimately 6.5% of the target

population, 74 of 1,131. I removed the three principals with invalid emails and the two principals for whom I received an away message on both occasions in which I sent my recruitment email from my target population of 1,136.

I did not have a large or a medium prior assumed effect size for my study given the previous literature (Cohen, 1992). As discussed by Cohen (1992), the number of respondents to my survey would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992). Cohen (1992) included the values needed for a small, medium, or large prior assumed effect size in order for a statistical analysis to have statistical power; "these conventions have been fixed since the 1977 edition of *Statistical Power Analysis for the Behavioral Sciences* [SPABS] and have come into general use" (p. 156). For my study I would need a large prior assumed effect size for my study given the previous literature (A. Bowers, personal communication, September 28, 2020). Since my survey is original and has not been used in any previous study found in the literature, I did not have a medium or large prior assumed effect size given the previous literature.

Reliability Analysis

I developed my survey by using *Blueprint for ELL/MLL Success* as a framework because these aligned the literature on the education of EB students. There were a total of 34 Likert-scale items in my survey. There were 16 Likert-scale items that assessed NYC DOE school principals' perspectives of *Equity, Access, and Inclusivity* of educational opportunities for EB students in their schools. There were 18 Likert-scale items focused on assessing schools principals' perspectives of *Language and Culture as Assets,*

Professional Development, and *Parental Engagement*; six for each of the three categories.

To evaluate the reliability of my survey, I completed a Cronbach's alpha test in order to establish the internal consistency for the Likert-scale components of my survey. Since my survey was multidimensional, I completed a Cronbach's alpha test for each of the four dimensions of my survey: 1) *equity, access, and inclusivity,* 2) *language and culture as assets,* 3) *professional development,* 4) *parental engagement* (Laerd Statistics, 2015). Laerd (2015) stated the coefficient alpha used to measure internal consistency should be greater than or equal to 0.70. The 16 items measuring *equity, access, and inclusivity* had a high level of internal consistency, as determined by a Cronbach's alpha of 0.922. The six items measuring *language and culture as assets* was slightly lower than 0.70, with a Cronbach's alpha of 0.693. The six items measuring *professional development* had a high level of internal consistency, as determined by a Cronbach's alpha of 0.879. The six items measuring *parental engagement* had a high level of internal consistency, as determined by a Cronbach's alpha of 0.878. Table 3.5 illustrates the Likert-scale items were found to be highly reliable (34 items; $\alpha = .948$).

Table 3.5

Internal Reliability: Cronbach's Alpha

	Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**N of Items**
Equity, Access, and Inclusivity	.919	.922	16
Language and Culture as Assets	.634	.693	6
Professional Development	.874	.879	6
Parental Engagement	.851	.878	6
All Items	.943	.948	34

Nonresponse Bias

According to Pazzaglia et al. (2016b) survey nonresponse bias "occurs when those who respond to the survey are different in meaningful ways from those who do not" (p. 4). I attended to this by checking for survey nonresponse bias by comparing the target population and respondent characteristics; I provide an in-depth discussion of the respondent and target population characteristics in Chapter V. Similarly, this could occur for specific items in a survey. I attended to item nonresponse bias throughout my data analysis, which is presented in Chapters V, VI, and VII. I present a survey item non-response bias analysis in Appendix P.

Limitations of the Study

A limitation which stems from the research on school principals and EB students is that there are studies that have indicated the need for further professional development in the area of the education of EB students for school principals (DeMatthews & Izquierdo, 2018; Ortiz & Fránquiz, 2019; Padron & Waxman, 2016). As such, principals who did not feel well-versed in the topic of EB students may have participated at a lower rate than principals who are more familiar with the topic. Due to this and other factors, the response rate included more principals whose schools were representative of certain school indicators and not others.

Additionally, the unprecedented potential impact of the COVID-19 pandemic on the NYC DOE during the time of my data collection created a limitation to my study, since principals were planning for the re-opening of schools in a new educational reality (The Official Website of the City of New York, 2020). Due to the very specific

characteristics of the NYC DOE, the results of this study will not be generalizable to other districts with schools with 30 or more EB students.

Chapter Summary

The purpose of this quantitative study was to capture the perspective of school principals in the NYC DOE leading schools with 30 or more EB students, with various school demographics and offering different program types for EB students, in order to identify trends in educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success*. In this chapter, I presented my research questions and my rationale for choosing a quantitative methodology for my study. I described my research site, my relationship to the site, and my target population for my survey. I explained the process for the development of my survey, and described the elements of my survey for school principals. I outlined my data analysis and display, and finally, I addressed validity threats and limitations of my study. Throughout my methodology section, I have described research-based approaches for the execution of my study. Next, I discuss the background and context for my study in greater depth in Chapter IV.

Chapter IV

BACKGROUND AND CONTEXT

Overview of Chapter

In this chapter, I provide an overview of the composition of the Emergent Bilingual (EB) student subgroup nationally and in New York City; this overview helps to contextualize the EB student population as my study focuses on educational opportunities for EB students within NYC DOE public schools. Next, I provide an overview of both federal, state, and local education and finance policy between 2007 and 2020 as it pertains to EB students; this provides historical context in regard to the current policies impacting EB students in the NYC DOE – the site of this study – since *weighted* student funding was implemented. Finally, I describe the local governance structure for the NYC DOE in order to complete the context for my study. My study focuses on the perspectives of 74 school principals in the NYC DOE in schools serving 30 or more EB students on educational opportunities for EB students. This chapter delineates the historical and current landscape of EB and school finance policy since these are the factors impacting school principals on the ground as they serve EB students.

Current Composition

In the following section, I provide an overview of the composition of the EB student group nationally, in urban school districts across the country, and in the NYC

DOE. I provide this comparison in order to highlight the similarities between the national composition of the EB subgroup and the NYC DOE, which is the site of this study.

National

The National Clearinghouse for English Language Acquisition (NCELA) reported in 2011 that the enrollment of EB students in the school age population of the United States increased by 64% between 1994 and 2010 (Hopkins, 2016). Since then, the EB student population has continued to grow incrementally; most recently, a 2020 report from the U.S. Department of Education (U.S. DOE) indicated that in Fall 2017, EB students represented 10.1% or 5.0 million students (U.S. DOE, 2020). As reflected in these statistics, EB students are a fast-growing population. NCELA also reported that Spanish /Castilian was the top spoken home language of EB students in 2016, representing 76.6% of the total population; this was followed by Arabic, Chinese, and Vietnamese, representing 2.6%, 2.1%, and 1.6%, respectively.

Urban School Districts

Nationally, EB students represent 10.1% of the total student population (U.S. DOE, 2020). Yet, urban school districts are charged with serving approximately 14.7% EB students each year – representing a larger proportion than the national average (U.S. DOE, 2020). The Council of the Great City School (CGCS), a coalition of 74 -member urban school systems, reported that 16% of their total student composition was composed of EB students during the 2015-16 school year; there were 1.2 million EB students in the CGCS member districts (CGCS, 2019). This means that approximately a quarter of all EB students are being served in CGSC member districts.

The percentage of EB student enrollment in CGCS school districts has slightly decreased over the past nine years; in school year 2007-08, EB students represented 16.5% of the total student population in their 65 member districts (CGSC, 2013). In both the 2009-10 and the 2016-17 school years, Spanish was the top spoken home language by EB students in CGCS districts, representing 85.5% and 86.8% of the EB student composition, respectively (CGCS, 2013, 2019). However, some of the other top four languages were either replaced altogether or changed in order of rank; each of these represented less than 2% of the total EB student spoken languages in both school years. Specifically, Arabic rose to the second most spoken home language for EB students in the 2016-17 school year, replacing Chinese. Also, in 2016-17, the third most prevalently spoken language was Chinese as compared to Haitian Creole in 2009-2010 (CGCS, 2013, 2019).

My research will focus on the NYC DOE, which is the district that serves the second greatest number of EB students in the nation (CGSC, 2019). EB students represent 12.6% of its population which is slightly less than cities across the United States (NYC DOE, 2020b).

New York City Department of Education

In 2019, EB students represented 12.6% of the NYC DOE school population of 1.1 million students (NYC DOE, 2020b). Both the total student population and the total percentage of EB students has been slightly declining over the past three school years. According to the NYC DOE (2019b), EB students represented 13.2% of the total students population in the 2018-19 school year, and 13.5% of the total student population in the 2017-18 school year.

The most recent demographics report available for EB students in New York City for the 2018-19 school year indicated that Spanish was the top spoken home language of EB students – representing 61.2% of the EB student population (NYC DOE, n.d.) which is equivalent to 94,460 of the 154,276 EB students reported in the same year (NYC DOE, n.d.). Other top spoken home languages included Chinese (12.4% or 19,191 EB students), Arabic (6.0% or 9,235 EB students), and Bengali (4.1% or 6,266 EB students). Comparatively, three out of the four top spoken home languages by EB students nationally are also in the top four in New York City. Additionally, Spanish is the top spoken home language by EB students both nationally and in New York City.

My study, which focuses on the perspectives of 74 school principals across the NYC DOE gathered through a survey, considers multiple EB educational opportunities. New York State language policy, which allows for bilingual education, applies to many language groups. My research takes into account the great linguistic diversity that exists within the EB student subgroup; as many of the 154 home languages of EB students will be represented (NYC DOE, n.d.). My study provides findings for providing educational opportunities to the diversity of language groups across the NYC DOE through the perspectives of 74 school principals.

Education Policy

In this section, I provide an overview of the policies in place between 2007 and 2020 that may be considered as factors influencing the school finance policy for EB students in the NYC DOE. First, I discuss federal policy; then, I follow with a discussion of state policy and finally, local NYC DOE policy.

Federal Policy for EB Students

The two federal policies impacting EB students between 2007 and 2020 were the No Child Left Behind (NCLB) Act of 2001 and the Every Student Succeeds Act (ESSA) enacted in 2015. I provide a brief overview of the impact of both of these policies for EB students as these establish the accountability measures required for the subgroup.

NCLB Act of 2001

The NCLB Act of 2001 moved towards increased inclusivity of EB students in standards-based instruction, assessment, and accountability; however, it contained notable shortcomings (Hopkins et al., 2013; Kieffer et al., 2009). Under NCLB, the primary focus for the successful education of EB students was the attainment of English language proficiency as quickly as possible (Hopkins et al., 2013; Kieffer et al., 2009). Academic achievement for EB students was measured by yearly progress in English acquisition on state assessments. Accountability for EB students was reported under federal Title III which was exclusively for "Language Instruction for Limited English Proficient and Immigrant Students" (Ferguson, 2016, p. 72). Title III's Annual Measurable Achievement Objectives (AMAOs) measure English language acquisition, language enhancement, and academic achievement for EB students and were reported at the district level (NCLB, 2002).

ESSA of 2015

Under ESSA, states are charged with developing their own accountability systems to measure the progress of EB students' English language acquisition (Mitchell,

2017). Reporting standards for EB students are now included under Title I, Accountability, which governs all students instead of Title III. Ferguson (2016) explained the significance of the reporting change: “The shift to Title I conveys important symbolism: Moving English Learners (ELs) into the same accountability pool as all other students demonstrates the growing effect these students have on education” (p. 72). In other words, the measure for EB accountability is a component of Title I rather than a separate measure under Title III as it was under NCLB.

Under the ESSA plan for New York State, an accountability measure for English Language Proficiency (ELP) is reported for all schools with 30 or more EB students (U.S. DOE, 2017). This measure was used in order to identify the participant pool for my study (i.e., school principals leading schools serving 30 or more EB students).

New York State Policy for EB Students

Commissioner’s Regulations (CR) Part 154, originally enacted in 1981, has been the policy governing the education of EB students in New York State between 2007 and 2020 (Carnock, 2016). CR Part 154 was modified slightly in 2007 (The State Education Department/The University of the State of New York, 2007) and again in 2014 (NYSED, 2014). The most recent modifications to CR Part 154 were adopted by the New York Board of Regents on September 15, 2014, were made effective for the 2015-16 school year, and continue to be in effect in 2020 (http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learnersmultilingual-learners). From the beginning, CR Part 154 specified two instructional program options for students:

> 1) ‘pull-out’ English as a Second Language (ESL) instruction and 2) a bilingual program with an ESL component…it required schools with twenty or

> more students in the same grade level with the same home language to offer a transitional bilingual education program. (Carnock, 2016, p. 10)

The updated regulations that took place in 2014 included a shift from using the term English as a Second Language (ESL) to refer to the state's mandated English development instruction to English as a New Language (ENL); additionally, the amount and type of ENL instruction for students became differentiated according to their level of English proficiency – determined by an annual state exam, the New York State English as a Second Language Achievement Test (NYSESLAT) (NYSED, 2014). The regulations mandate the implementation of integrated ENL instruction into the core subject areas while continuing to require the implementation of bilingual education programs; the threshold for instruction is applied to districts rather than only schools (Carnock, 2016; NYSED, 2014).

In December 2014, following the amendment of CR Part 154, New York State implemented a number of additional strategies that prioritize the work for EB students across the state. Updating the language policy for the state to align to best practices for EB students by putting forth the *Blueprint for English Language Learner (ELL) Success* set an example to the nation in regard to the education of EB students (OBEFLS, 2014). The blueprint consists of eight principles for school and district leaders across New York State to use to guide their planning for EB students that are rooted in research-based best practices (Carnock, 2016; Office of Bilingual Education and Foreign Language Studies [OBEFLS], 2014); this framework is used as the design of the principal survey for my study. During the COVID-19 pandemic, New York State passed various emergency regulatory changes specific to CR Part 154, including additional flexibility the identification processes for EB students, and the cancellation of the NYSESLAT in

Spring 2020 (NYSED, 2020). NYSED's school reopening guidance for the 2020-21 school year included the recommendation for the *Blueprint for ELL/MLL Success* to be used to guide the delivery of remote and hybrid learning which continued to highlight its relevance (NYSED, 2020).

The literature on educating EB students identifies key areas for schools to consider in order for EB students to be provided an effective educational experience: 1) equity, access, and inclusivity; 2) language and culture as assets; 3) professional development; and 4) parental engagement. I found that each of the principles and accompanying indicators included in New York State's *Blueprint for English Language Learner/Multilingual Learner Success* could be included in one of these keys areas. I used the key areas identified in my literature review in order to streamline the design of my survey into four sections, and used the descriptors from each of the eight principles in New York State's *Blueprint for English Language Learners/Multilingual Learner Success* for my Likert-scale items for each of the four sections.

New York State is an optimal location to capture a best case for the education of EB students (Maxwell, 2013). As Carnock (2016) put forth: "The history of New York as the epicenter of American immigration stocks that state with a rare level of resourcing and human capital that has enabled responsive multilingual policies" (p. 39). Additional initiatives, such as the implementation of the Seal of Biliteracy, the Bilingual Common Core Initiative, and the translation of the New York State math curriculum into five languages, send a clear message for the prioritization of the importance of the home language in educating EB students (Carnock, 2016). For all these reasons and more, I selected the NYC DOE within New York state as the site for my research which focuses

on capturing the perspectives of school principals on educational opportunities for EB students.

New York City Policy for EB Students

The rich history of language rights for EB students is important to understand as context for the purpose of my study, conducted in New York City, because understanding language rights begins to lay the foundation for the current state of the work. Perhaps the most influential advancement of language rights came with the Aspira Consent Decree of 1974. The Aspira Consent Decree of 1974, which applies specifically to New York City, "requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades and in grades 9-12 when there 20 or more ELLs in any single grade" (The State Education Department/The University of the State of New York, 2007, p. 1). The Aspira Consent Decree was the result of community organizing that led to the advancement of education through language rights for Puerto Ricans in New York City during the 1960s and 1970s (De Jesús & Pérez, 2009). Aspira "was founded by Puerto Rican social worker, educator, and activist Antonia Pantoja in 1961…was dedicated to advancing the Puerto Rican community through educating its youth" (De Jesús & Pérez, 2009, p. 22). According to Santiago (1986):

> In 1972, Aspira of New York…sued the Board of Education of the City of New York. Aspira of New York claimed that, as a result of language barriers, many Puerto Rican children of limited English proficiency were prevented from fully participating in the instructional program of public schools. (p. 149)

The Aspira Consent Decree of 1974 was not implemented without controversy and debate in the NYC DOE; Vidal (1976) reported on the controversy around its

implementation. In regards to bilingual education programs, a deputy chancellor of the NYC DOE is quoted stating they are a "mixed bag…The city hasn't made up its mind whether it is going to proceed with bilingual education or with bilingual and bicultural, which implies the need for teachers who understand the culture" (Vidal, 1976, p. 35).

Olneck (2009) found that *Aspira v. Board of Education*, which rallied for bilingualism in the 1970s, was implemented at a local level in ways that impeded the acquisition of English for EB students; he claimed that this led to decreased parent support for bilingual education in the 1990s. Olneck's (2009) claim was supported by a report completed in 1994 by the NYC Board of Education focused on the impact of NYC's bilingual education programs which found that "students—even recent immigrants—who take most of their classes in English generally fare better academically than students in bilingual programs, where little English is spoken" (Dillon, 1994, p.1). This report also included the costs of providing a bilingual education which indicated a significantly higher cost to educating students in a bilingual education program (Dillon, 1994). Luis O. Reyes, the board representative for Manhattan, expressed that the report was "Dangerous and inaccurate" (Dillon, 1994, p.1) as it did not accurately capture all aspects of a bilingual education program and its goals. After the release of the report, the NYC chancellor at the time, Ramon C. Cortines called for a study focused on the content of the programs, the curriculum in the native language, and teacher preparation (Dillon, 1994).

In order to understand the context of the NYC DOE's 1994 report on bilingual education, it is important to note that the NYC DOE was not completely devoid of the English-only movement led by Ron Unz in the 1990s:

> In 1998 Mayor Rudolf Giuliani formed a task force with the intention of limiting the length of time students remained in bilingual classes. He made his intent to sunset the consent decree clear and invited California businessman Ron Unz… to New York City. (De Jesús & Pérez, p. 29)

In 2001, the NYC Board of Education voted to unanimously to shift from placing EB students in a bilingual education program by default to providing a choice to the parents of English acquisition program type, namely, "traditional bilingual education; English as a second language; a more intensive English as a second language program; or dual language program" (Holloway, 2001, p.1). This was a response to address concerns from parents about their children being placed in bilingual education classes without their consent and not being able to attain English proficiency (Dillon, 1994; Hollaway, 2001; Navarro, 2001). This was seen as compromise from Mayor Rudolf Guiliani's earlier push for eliminating bilingual education (Hollaway, 2001).

In 2003, Mayor Michael Bloomberg announced an investment of $20 million dollars in order to reform education for EB students in the NYC DOE this included the following:

> …aligning ELL programs with the new comprehensive core curriculum; appointing 107 new ELL Instructional Support Specialists to support teachers in ELL classrooms; creating a new ELL Teacher Academy to provide rigorous professional development to ELL teachers and drive best practices into ELL classrooms; and providing a coherent, system-wide language allocation policy for all ELL programs. Furthermore, the Department will implement an effective monitoring and assessment system for ELL programs, and will hold schools and principals accountable for improvement in the academic achievement of ELL students. Parent Coordinators in the schools will work to improve communications with the parents and families of ELL students and will support the new ELL policies. (Skyler & Barowitz, 2003)

From my perspective as an expert in the area of EB student education, it appears that Bloomberg showed support for improving the education for EB students without

committing to a program model of preference. My review of documents did not find any explanation of the impact of this funding or the outcome of the plan.

In 2015, the *New York Times* published several articles about the expansion efforts of bilingual education programs in the NYC DOE and the value of a dual language education in maintaining the home language for students (Harris, 2015a, 2015b). In the 2015-16 school year, the NYC DOE announced the opening of 40 additional dual language programs; one article explained "In each of the programs, which aim to teach students to read, write and speak in two languages, half the students will be English speakers and half will already speak the other language of the classroom" (Harris, 2015a).

Most recently, in 2020 due to the COVID-19 pandemic, concerns about the digital divide having a disproportionate effect on EB students throughout the shift to remote learning in the NYC DOE have arisen (Touré, 2020b). One article explained that "the shift to remote learning has made schooling harder given that parents often do now know how to navigate the platforms and have limited English-speaking abilities" (Touré, 2020b). This echoes the Council of Great City Schools (2020), which put forth, "As the nation grapples with the COVID-19 pandemic, the families of English learners have experienced disproportionate distress with the shuttering of schools and the economic crisis" (p. 2).

School Finance Litigation

In this section, I discuss the school finance litigation in New York State as it is critical to understand in the context of my study which focuses on New York City.

New York State

According to the New York State Constitution, a sound and basic education for the state of New York consists of "at least basic literacy, calculating and verbal skills necessary for productive engagement… the skills needed to sustain a competitive employment and acquire higher education" (719 N.Y.S.2d 475, 2001). A major school finance case, *Campaign for Fiscal Equity v. New York*, was decided in 2001. As I first mentioned in Chapter I, the plaintiffs in this case (which included the Campaign for Fiscal Equity [CFE], the ACLU, the New York Civil Liberties Union and others) argued that the State of New York's school funding method was insufficient and inadequate; a "violation of the state Constitution" as it "fails to provide public school students in New York City, an opportunity to obtain a sound basic education" (719 N.Y.S.2d 475, 2001). The court ruled in favor of the plaintiffs and agreed that the funding formula contributed to the students of New York City not adequately meeting the expectations put forth in the New York State Constitution.

In order for the court to reach this conclusion, they examined the inputs, which included "teaching, facilities and instrumentalities of learning" (McGlashan, 2006, p. 124), as well as, the outputs which included "test results, graduation and dropout rates" (McGlashan, 2006, p. 124).

This court case is significant for several reasons. First, it contributed towards defining what a "sound basic education" is in New York State; this goes beyond what had been considered the minimum requirements across the nation. At the time of the ruling, standards played a role in being able to define an adequate education (McGlashan, 2006). As noted by Dr. James Parla, an expert in school finance, "the implementation of state

education standards and assessments made it possible to illustrate the academic deficiencies of NYC students" (J. Parla, personal communication, February 28, 2020). It also showed the impact that advocacy groups, parent organizations, and community school boards can have in advancing the agenda for more equitable school funding.

As a result of the rulings in the *Campaign for Fiscal Equity v. New York* case, the court mandated New York State "devise and implement necessary reform of the State's public financing system" (719 N.Y.S.2d 475, 2001). This was to include three layers: 1) determine the cost of providing all students a sound basic education to all New York City students; 2) reform the system to ensure adequacy of meeting the minimum of providing a sound basic education for all New York City students; and 3) create an accountability system to ensure the system is working and students' needs are being met by July 2004.

Unfortunately, the State of New York failed to meet the July 2004 deadline for the three-fold remedy as requested in the *Campaign for Fiscal Equity v. New York State* (719 N.Y.S.2d 475, 2001). In 2005, the courts ordered New York State to provide a large amount of funding in order to meet the minimum requirements for New York City students. Yet, in 2010 and 2011, "the State reversed the remedy entirely… legislative enactments were introduced which permanently stymie the funding needed" (719 N.Y.S.2d 475, 2001) – a large factor that contributed to this reality was the economic recession (Rebell & Wolff, 2016).

In 2016, the Center for Educational Equity at Teachers College developed "A Roadmap to Constitutional Compliance" (Rebell & Wolff, 2016). This plan aimed to guide the state on how to implement reforms that will result in providing all New York students a sound basic education. Although the report does acknowledge that there have

been improvements in increasing the number of qualified teachers, expanding pre-K, and improving EB services since the CFE lawsuit, much work is yet to be done. In fact, the system is still currently failing to provide all students a sound basic education:

> With few exceptions, these inadequately resourced schools continue to serve mostly students in poverty and students of color. These young people often must pursue their education in overcrowded classrooms with inexperienced teachers, limited course offerings, inadequate facilities, insufficient books, supplies, labs, libraries, technology, and scarce academic, social, and emotional supports. Many do not graduate from high school, and many who do persist receive a low-quality diploma that does not qualify them for post-secondary education or a living-wage job. (Rebell & Wolff, 2016, p. 8)

As of the 2016-17 school year, New York State continues to significantly underfund the amount required in the CFE remedies; specifically, "the state is still providing school districts approximately $4 billion less than the amounts called for in the Foundation Aid formula" (The Center for Educational Equity, 2016).

As of 2016 there was litigation, Maisto v. State of New York, that sought a court review of the state's implementation of CFE, which had not occurred since 2006 (The Center for Educational Equity, 2016). The plaintiff's claims were rejected and the case was dismissed in 2016; the plaintiffs appealed and the decision was reversed and sent back to trial court in 2017 (http://www.schoolfunding.info/litigation-map/new-york/#1483935373027-3dbbdb06-bbb7). In 2019, "Justice O'Connor…concluded plaintiffs had failed to meet the their burden of proof and that the case should dismissed" (http://www.schoolfunding.info/litigation-map/new-york/#1483935373027-3dbbdb06-bbb7); this decision will be appealed by the plaintiffs a second time. According to Michael Rebell, a well-regarded scholar in the field of education law, who leads the Center for Education Equity at Teachers College, the COVID-19 pandemic could provide support for lawsuits in pursuit of equitable funding (Burnette, 2020).

My study captured the perspectives of 74 school principals in the NYC DOE in schools serving 30 or more EB students. The NYC DOE is impacted by the fact that New York State continues to underfund that amount that was determined to be necessary in order to provide a sound basic education to students as described in this section. This also inevitably has an impact on funding educational opportunities for all students in the NYC DOE, including EB students.

School Finance Policy

In this section, I provide an overview of school finance policies in place during the time period between 2007 and 2020 that have contributed to the education of EB students in the NYC DOE. First, I discuss school finance policy in New York State for the given time period. Then, I discuss the local NYC DOE school finance policy. As I mentioned in Chapter I, historical school finance policies have contributed to the education of EB students in the NYC DOE. School finance decision-making at the state level has policy implications at the district level.

New York State

The Foundation Aid Formula began being implemented in New York State in 2007 as a result of the CFE rulings which were specific to New York City and continues to be in place in 2020 (Baker, 2014; NYSABO, 2018; The University of the State of New York, 2020). Foundation Aid is “the largest unrestricted aid category supporting public school expenditures in New York State” (The University of the State of New York, 2020, p. 6). However, due to the Great Recession that began in 2008, the phase of the formula that was supposed to occur by 2011-12 did not occur as planned as foundation aid was

frozen beginning in 2009-10. The Gap Elimination Adjustment (GEA) was implemented for the 2010-11 school year to assist in closing the budget deficit (Capital Region BOCES, 2015). According to the New York State Association of Business Officials (NYSABO, 2018), "as of the 2018 enacted budget $3.5 billion in additional funds is required to fully fund the Foundation Formula enacted in 2007" (p. 11).

The Foundation Aid Formula was based on a study which used multiple methods in order to determine the cost of providing an adequate education, the methods included: a professional judgement approach, public engagement, an econometric analysis, expert panels, and a successful schools approach (Chambers et al., 2006; Huerta, 2006; NYSABO, 2018). These methods for conducting cost studies were explained more extensively previously in Chapter II.

As an overview, an adequate education was defined as meeting the New York State Regents Learning Standards needed to obtain a high school diploma (Chambers et al., 2006). The NYSABO (2018) explained that the formula included features "that were essential to ensuring the efficiency and equity of funding" (p. 9). Relevant to my study specifically are the additional weights included in the formula to adjust for increased student need which include counts for EB students, poverty, and geographic sparsity (NYSABO, 2018).

Rebell, Wolf, and Rogers (2012) completed an analysis of eight New York State school districts in order to determine the extent to which they had the resources to meet the New York State constitutional requirements to a sound and basic education. In their sample, they found violations of state requirements in personnel, curriculum, student support services, expanded services for *at risk* students, required supports for Students

with Disabilities and EB students, class size, instructional materials, and facilities (Rebell et al., 2012). Baker (2014) completed a policy brief on the condition of the school funding formula in New York State which reveal current inequities; the 2014 brief builds upon one Baker released in 2011. One of the inequities, class size, was identified by expanding the study completed by Rebell and colleagues in 2012. Baker (2014) evaluated "the distribution of class size by students' needs and by district wealth" (p. 7) from 2010 to 2012; he found that the "percent of children attending schools with average class sizes above 23…is more than three times as high in high poverty schools than in low poverty schools" (p. 18).

As a result of these findings, Baker (2014) made three recommendations for New York State to consider in order to address the current inequities, as follows: 1) full funding of the formula; 2) more accurate targeting of existing state aid; and 3) the implementation of more rigorous methods to estimate costs specifically in high need, high cost settings. In regards to his recommendation for targeting existing state aid, Baker (2014) explains:

> Significant sums of state aid are inefficiently allocated to the least needy districts in one of the wealthiest states in the nation. Yet, huge funding gaps persist for the neediest districts. To ease the burden on the state for fully funding the existing foundation aid formula, that state should look first to state aid that is presently misallocated. (p. 51)

A recent report from the Latino Education Advocacy Directors (LEAD) Coalition (2019) for setting the policy agenda for EB students in New York State supports Baker's (2014) recommendations, and specifically recommends earmarking "a minimum of $85 million annually for Multilingual Learners (MLLs) over a three-year phase-in of the total $4.1 billion owed in foundation aid" (LEAD Coalition, 2019, p.19). This

recommendation made by the LEAD coalition (2019) is specifically relevant to my study which focuses on the perspectives of school principals on educational opportunities for EB students in light of the existing school finance and language policy.

New York City

Fair Student Funding (FSF) was first implemented by the NYC DOE in 2007 and continues to be implemented in 2020 (NYC DOE, 2020a; New York City Independent Budget Office [NYCIBO], 2007, 2013, 2018). The NYC DOE school principals who will be invited to participate in my student manage the FSF in each of their respective budgets. The adoption of the FSF approach coincided with the resolution of the CFE lawsuit which brought $939 million in additional funding; an opportunity for the NYC DOE to address existing disparities (NYCIBO, 2007). FSF allocates funding to schools using a weighted formula that takes various indicators, such as grade level, EB students, and special education services into consideration (NYC DOE, 2019c, 2020; NYCIBO, 2007). More than 60% of a school's budget is accounted for by FSF – school principals have the autonomy on school budget decision-making (NYC DOE, 2019c, 2020; NYCIBO, 2013).

The NYCIBO (2007) explained that the formula needed to completely phase in the FSF system was not fully implemented in its first year. For schools that would have received less funding, the NYC DOE matched the amount to what it would have received under the previous system. Schools that were entitled to a greater allocation under the new system received "55 percent or $400,000 of the difference, whichever was less" (NYCIBO, 2007). In the initial year of implementation, EB students carried a weight of

0.40 if they were in grades K-5 and a weight of .50 if they were in grades 6-12 (NYCIBO, 2007).

FSF was never implemented fully due to the state freeze in the Foundation Aid Formula by New York State (NYCIBO, 2013). In fact, an analysis by the NYCIBO (2013) found that 94% of schools were receiving less funding than needed based on FSF and student needs. The same analysis found that EB students in elementary school were funded significantly below the formula weights in 2008-09, 2009-2010, and 2011-12; EB students in high school were funded significantly below formula weights for all of the first five years of implementation, 2007-08 to 2011-12 (NYCIBO, 2013). Specifically, "High school ELL students were funded below the formula weight in all five years, with implied weights ranging from 0.30 to 0.37, below the formula weight of 0.50" (NYCIBO, p.11).

The most recent guidance to NYC DOE school continues to cite that not all schools are fully funded at 100% of the FSF formula amount, partially due to CFE funds that were never received and insufficient local funding (NYC DOE, 2019c, 2020). However, the amount of money needed to fully fund all schools in the NYC DOE according to FSF has declined from over $700 million in 2013-14 to $491 million in 2017-18 – additional allocations of city funds helped with the deficit (NYCIBO, 2018).

It is of note, that the NYC DOE website (https://www.schools.nyc.gov/), has the FSF amounts allocated to each school since 2007-08 along with the respective weights for each year. My review of this information found that current EB student weights for the 2019-20 school year are reflective of updates to the formula made in the 2016-17 school year; this occurred shortly after the increased demands of the updated CR Part 154

regulations for EB students. In addition to the previous weights, which continue to be applied to EB students receiving ENL instruction in K-5 and 6-12, students in bilingual education received an increased weight, carrying a weight of 0.44 in K-5 and 0.55 in 6-12. Former EB students also receive an additional weight, 0.13 in K-5 and 0.12 in 6-12, while Students with Interrupted Formal Education (SIFE) receive a weight of 0.12 (NYC DOE, 2019c, 2020).

Next, I provide an overview of the NYC DOE governance structure which includes the oversight of federal and state policy implementation, makes local policy decisions, and provides supervision and support to the school principals who I surveyed in my study.

Local Governance Structure

As mentioned previously, in regards to school finance decision-making, principals have autonomy in school budget decisions (NYC DOE, 2019c, 2020). In 2003, under Mayor Michael Bloomberg, New York City moved from a Board of Education with 32 elected community school boards to mayoral control (The Official Website of the City of New York, 2020b).

As Menken and Solorza (2014) described, schools in New York City are "highly decentralized, individual schools [that] decide which language support program(s) they will provide for the EBs in their building. The responsibility ultimately falls on each school's principal" (p. 98). Each school in the NYC DOE must have a School Leadership Team which the principal consults with in order to ensure that the school budget is aligned to the school's annual Comprehensive Education Plan (CEP) (NYC DOE, 2019c,

2020a). Under the current NYC DOE organization (NYC DOE, 2020c), each Executive Superintendent supervises their respective Borough/Citywide Office (B/CO) (NYC DOE, 2019c, 2020a, 2020c).

B/COs are responsible for providing supports to schools, which include the school budget; superintendents review each school's budget for alignment with the CEP (NYC DOE, 2019c, 2020). In addition to the school CEP, all NYC DOE schools have been required to develop a Language Allocation Policy that provides a full description of the programs for EB students and how they support their instructional needs (NYC DOE, 2018).

Chapter Summary

In this chapter, I provided an overview of the EB student population across the nation as well as in the NYC DOE, the site for my study, in order to contextualize how it compares to other urban school districts. I reviewed federal, state, and local education and finance policies relevant to the education EB students. Finally, I described the local governance structure within the NYC DOE in order to set the context for my study which will focus on the perspectives of NYC DOE school principals leading schools with 30 or more EB students. In Chapter V, I provide an overview of my survey respondents and address my first research question which focuses on the *equity, access, and inclusivity* component of my study.

Chapter V

DATA ANALYSIS: OVERVIEW OF SURVEY RESPONDENTS AND EQUITY, ACCESS, AND INCLUSIVITY

Overview of Chapter

In this chapter, I begin with a description of the survey respondents in my study. I include in this description the school factors (i.e., school level, EB program service type, percentage of ELLs, number of ELLs) for the 74 NYC DOE principals who completed the survey for my study. Next, I focus on answering my first research question through my analysis of the data I gathered in my survey. My first research question focuses on *equity, access, and inclusivity* for EB students. Research Question 1 was: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *equity, access, and inclusivity* are present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

I begin this section with a holistic description of these data, which includes both Likert-scale items and open-ended response items, as it pertains to all 74 principals who participated in my study in order to answer the first part of my research question. Then, I follow by disaggregating the Likert-scale item data by the four school factors collected through my survey, namely, school level, type of EB instructional program, percentage of EB student composition, and number of EB students, in order to answer the second part of my first research question. I follow the data analysis with a discussion of my findings.

Finally, I provide conclusions for my data on *equity, access, and inclusivity* collected through my survey of NYC DOE school principals.

Description of Survey Respondents

The target population for my study was 1,136 NYC DOE school principals. After sending multiple recruitment emails, a total of 74 school principals responded to the online survey. My response rate was ultimately 6.5% of the target population, 74 of 1,131. I present a frequency analysis of the target population and the respondent's school factors in Table 5.1. Cohen (1992) included the values needed for a small, medium, or large prior assumed effect size in order for a statistical analysis to have statistical power; "these conventions have been fixed since the 1977 edition of *Statistical Power Analysis for the Behavioral Sciences* [SPABS] and have come into general use" (p. 156). For my study I would need a large prior assumed effect size for my study given the previous literature (A. Bowers, personal communication, September 28, 2020). As mentioned, since my survey is original and has not been used in any previous study found in the literature, I did not have a medium or large prior assumed effect size given the previous literature. As indicated by Cohen (1992), the number of respondents would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992).

Table 5.1 provides information regarding both my original target population and my survey respondents along with information about the schools they lead. I chose the four school factors: school level, emergent bilingual (EB) program type, percentage of

EB students, and number of EB students, because each factor aligns to the school funding formula for EB students in the NYC DOE.

Table 5.1

Target Population and Respondents' School Factors

School Factor	Categories	Number/Percent of Target Population	Number/Percent of Respondents
School Level	Early Childhood	11 (1.0%)	1 (1.4%)
	Elementary	520 (45.8%)	34 (46.0%)
	Junior High-Inter.-Middle	190 (16.7%)	16 (21.6%)
	High School	262 (23.1%)	12 (16.2%)
	K-12 all grades	1 (0.2%)	1 (1.4%)
	K-8	110 (9.7%)	5 (6.8%)
	Secondary School	41 (3.6%)	4 (5.4%)
	Other		1 (1.4%)
EB Program Service Type	English as New Language (ENL)	790 (69.5%)	45 (60.8%)
	ENL & Transitional Bilingual Education (TBE)	140 (12.3%)	13 (17.6%)
	ENL and Dual Language (DL)	146 (12.9%)	11 (14.9%)
	ENL, TBE and DL	60 (5.3%)	5 (6.8%)
Percentage of EB Students	1% to 20%	799 (70.3%)	35 (47.3%)
	21% to 40%	270 (23.8%)	29 (39.2%))
	41% to 60%	34 (3.0%)	4 (5.4%)
	61% to 80%	15 (1.3%)	2 (2.7%)
	81% to 100%	18 (1.6%)	4 (5.4%)
Number of EB Students	0 to 29	156 (13.7%)	5 (6.8%)
	30 to 49	245 (21.6%)	17 (23.0%)
	50 to 99	315 (27.7%)	24 (32.4%)
	100 to 199	253 (22.3%)	16 (21.6%)
	200 to 299	85 (7.5%)	3 (4.1%)
	300 to 399	51 (4.5%)	3 (4.1%)
	400 to 499	11 (1.0%)	3 (4.1%)
	500 to 1,100	20 (1.8%)	1 (1.4%)
	Other		2 (2.8%)

As is shown in Table 5.1, the largest percentage of respondents to my survey lead elementary schools (46%). This is followed by the second largest percentage leading junior high-intermediate-middle schools (21.6%). The percentage of respondents who lead elementary schools is reflective of the target population (45.8%). The percentage of respondents who lead junior high-intermediate-middle schools is slightly greater than that of the target population (16.7%).

For the second school factor, percentage of EB student population, the largest percentage of school principals who responded to my survey lead schools with an EB population that is between 1% and 20% (47.3%). This is followed by the second largest set of respondents who lead schools with an EB population that is between 21% and 40% (39.2%). Principals who lead schools with an EB student population between 1% and 20% were the largest percentage of the target population. These respondents made up a significantly higher percentage of the overall respondents for my survey (70.3%). Similarly, principals who lead schools with an EB student population between 21% and 40%, were the second largest percentage for the target population. However, these school principals represented a lower percentage of my survey respondents (23.8%).

For the third school factor, number of the EB students, the largest percentage of school principals (32.4%) who participated in my survey lead schools with 50 to 99 EB students, while 23% of respondents lead schools with 30 to 49 EB students, and 21.6% of respondents lead schools with 100 to 199 EB students. Principals who led schools with 50 to 99 EB students were the largest percentage of the target population (27.7%) which was slightly less represented in the survey respondents (21.6%). The second largest percentage of the target population was principals who lead schools with 100 to 199 EB

students (22.3%) and the third largest percentage was principals who lead schools with 30 to 49 EB students (21.6%). Overall, the percentages for the respondent population were similar to that of the target population for the third school factor.

Finally, of the 74 respondents, the largest percentage of respondents lead schools that serve EB students in an ENL program (60.8%), the second largest percentage of respondents were principals who lead schools serving EB students in both an ENL and TBE program (17.6%), and the third were respondents who lead schools serving EB students in both an ENL and DL program (14.9%). Principals of schools serving EB students in an ENL program were also the largest percentage of the target population (69.5%); this is slightly higher than that of the survey respondents (60.8%). The second largest percentage of the target population were principals who lead schools serving EB students in an ENL and DL program (12.9%), and the third largest percentage of the target population were principals leading schools serving EB students in an ENL and TBE program (12.3%).

Equity, Access, and Inclusivity

In the following section, I focus on answering Research Question 1: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *equity, access, and inclusivity* are present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students? I begin with an overview of my survey primarily as it pertains to *equity, access, and inclusivity.*

Overview of Survey

Four sections of my survey completed by 74 NYC DOE school principals focused on *equity, access, and inclusivity* (Appendix A). The first three sections consisted of Likert-scale items focused on *instruction, assessment,* and *leadership,* respectively. The last section consisted of open-ended responses. I begin the discussion with a descriptive analysis of the Likert-scale items focused on *equity, access, and inclusivity* for all respondents in order to answer the first part of Research Question 1. I continue to answer the first part of Research Question 1 (RQ1, hereafter) through an analysis of the open-ended items focused on *equity, access, and inclusivity* for all respondents. Next, I answer the second part of RQ1 through a series of statistical tests on the *equity, access, and inclusivity* Likert-scale items for each of the four school factors (i.e. school level, EB program type, percentage of EB students, and number of EB students).

Likert-scale Item Analysis

In order to begin to answer the first part of RQ1, I analyzed the data from all 74 respondents who answered the *instructional*, *assessment,* and *leadership* Likert scale items focused on *equity, access, and inclusivity*. I wanted to be able to understand how these NYC DOE school principals view the various factors associated with *equity, access, and inclusivity* that are present in the education of EB students in their school.

Instructional Items. The *instructional* section was composed of Likert scale items. Using a Likert scale with five response choices (0 = *strongly disagree* to 4 = *strongly agree*), these items asked the respondents to reflect on the instructional experiences of EB students in their schools with a focus on *equity, access, and inclusivity*. All 74 school principals responded to all of the six items in this section. I

include statistics and frequency tables calculated using SPSS 27 for each of the six items in this section in Appendix Q. Additionally, Table 5.2 includes the frequencies and percent of responses on the Likert scale for each of the six items.

Overall, the opinions expressed were positive; over 80% of respondents strongly or somewhat agreed to all six items in this section. The highest level of agreement was for *teachers anchoring instruction by strategically using research-based strategies for EB students* as 93% of respondents strongly or somewhat agreed that this is present in their school community.

The next highest level of agreement was for *materials and instructional resources that are linguistically age/grade appropriate and aligned to current standards* – 92% of respondents agreed that these materials and resources were present in their school communities while 91% of respondents agreed that *teachers providing opportunities for EB students to discuss content and problem-solve with peers to strategically move EB students along the language development continuum* was present in their school communities. The lowest level of agreement (84%) was in the area of *instruction that is culturally and linguistically appropriate for all EB students, including those with Individualized Education Programs (IEP) being consistently designed and delivered by teachers* throughout their school communities.

Table 5.2

Number and Percentage of Respondents Agreeing or Disagreeing with Equity, Access, and Inclusivity in Instruction

Survey Item	***0 = strongly disagree***	***1 = somewhat disagree***	***2 = neither agree nor disagree***	***3 = somewhat agree***	***4 = strongly agree***
Instruction that is culturally and linguistically appropriate for all ELLs, including those with Individualized Education Programs (IEP) is consistently being designed and delivered by teachers throughout my school.	1 (1.4%)	6 (8.1%)	5 (6.8%)	40 (54.2%)	22 (29.7%)
Materials and instructional resources that are linguistically age/grade appropriate and aligned to current standards are being utilized for ELLs throughout my school.	2 (2.7%)	3 (4.1%)	1 (1.4%)	37 (50.0%)	31 (41.9%)
High quality instructional and support services in alignment with their IEPs and current policies are provided for ELL students with an IEP throughout my school.	1 (1.4%)	5 (6.8%)	4 (5.4%)	32 (43.2%)	32 (43.2%)
Teachers integrate explicit and implicit research-based vocabulary instruction to strategically move ELL students along the language development continuum throughout my school.	0 (0%)	5 (6.8%)	5 (6.8%)	41 (55.4%)	23 (31.1%)

Table 5.2 (continued)

Survey Item	*0 = **strongly disagree***	*1 = somewhat disagree*	*2 = neither agree nor disagree*	*3 = somewhat agree*	*4 = **strongly agree***
Teachers provide opportunities for ELL students to discuss content and problem-solve with peers to strategically move ELL students along the language development continuum throughout my school.	0 (0%)	3 (4.1%)	4 (5.4%)	31 (41.9%)	36 (48.6%)
Teachers anchor instruction by strategically using research-based strategies for ELLs to strategically move ELL students along the language development continuum throughout my school.	0 (0%)	3 (4.1%)	2 (2.7%)	33 (44.6%)	36 (48.6%)

Note. The number of responses for these items was 74.

Assessment Items. The *Assessment* section was composed of Likert scale items. Using a Likert scale with five response choices (0 = *strongly disagree* to 4 = *strongly agree*) these items asked that respondents reflect on the assessment of EB students in their schools with a focus on *equity, access, and inclusivity*. All 74 school principals responded to all of the five items in this section. I include statistics and frequency tables calculated using SPSS 27 for each of the five items in this section in Appendix Q. Additionally, Table 5.3 below includes the frequencies and percentage of responses on the Likert scale for each of the five items.

Overall, the opinions expressed were positive; over 80% of respondents strongly or somewhat agreed to all five items in this section. The highest level of agreement was for

using New York State assessments to understand where EB students are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level – 97% of respondents strongly or somewhat agreed that this is present in their school community. The next highest level of agreement (96%) was for the item *using formative assessments for EB students in order to continuously monitor progress and inform instruction*. The lowest levels of agreement (both 82%) were in the areas of *utilizing appropriate tools to assess the needs and progress of EB students with an IEP* and *utilizing rubrics in order to providing EB students with feedback on content knowledge and language development*.

Table 5.3

Number and Percentage of Respondents Agreeing or Disagreeing with Equity, Access, and Inclusivity in Assessment

Survey Item	***0* = *strongly disagree***	***1* = *somewhat disagree***	***2* = *neither agree nor disagree***	***3* = *somewhat agree***	***4* = *strongly agree***
As a school, we use New York State assessments to understand where ELL students are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.	1 (1.4%)	0 (0%)	1 (1.4%)	20 (27.0%)	52 (70.3%)
As a school, we use formative assessments for ELLs in order to continuously monitor progress and inform instruction.	0 (0%)	3 (4.1%)	0 (0%)	28 (37.8%)	43 (58.1%)

Table 5.3 (continued)

Survey Item	*0 = **strongly disagree***	*1 = somewhat disagree*	*2 = neither agree nor disagree*	*3 = somewhat agree*	*4 = **strongly agree***
As a school, we employ authentic assessments for ELLs that require use of language embedded in authentic and rich content.	0 (0%)	3 (4.1%)	9 (12.2%)	35 (47.3%)	27 (36.5%)
As a school, we utilize appropriate tools to assess the needs and progress of ELL students with an IEP.	1 (1.4%)	8 (10.8%)	4 (5.4%)	31 (41.9%)	30 (40.5%)
As a school, we utilize rubrics in order to provide ELL students with feedback on content knowledge and language development.	2 (2.7%)	4 (5.4%)	7 (9.5%)	29 (39.2%)	32 (43.2%)

Note. The number of responses for these items was 74.

Leadership Items. The leadership section was composed of Likert scale items. These items asked that respondents reflect on leadership as it pertains to EB students in their schools with a focus on equity, access, and inclusivity. All 74 school principals responded to all of the five items in this section. I include statistics and frequency tables calculated using SPSS 27 for each of the five items in this section in Appendix Q. Additionally, Table 5.4 below includes the frequencies and percent of responses on the Likert scale for each of the five items.

Overall, the opinions expressed were positive; over 90% of respondents strongly or somewhat agreed to four of the five items in this section. The highest level of agreement was on the item regarding *school leaders, including the respondent as the*

school principal and other members of the school leadership team, have a clear vision for student success that includes high expectations for EB student achievement – 99% of respondents strongly or somewhat agreed that this is present in their school community.

The next highest level of agreement (96%) was on the item regarding *school leaders, including the respondent as the school principal and other members of the school leadership team, align and coordinate fiscal and human resources to ensure that the instructional plan is being effectively implemented for EB.* The lowest level of agreement (72%) was in the area of *collaboration with community-based human resources in order to address the multiple needs of EB students*.

Table 5.4

Number and Percentage of Respondents Agreeing or Disagreeing with Equity, Access, and Inclusivity in Leadership

Survey Item	***0* = *strongly disagree***	***1* = *somewhat disagree***	***2* = *neither agree nor disagree***	***3* = *somewhat agree***	***4* = *strongly agree***
School leaders, including myself as the school principal and other members of the school leadership team, have a clear vision for student success that includes high expectations for ELL student achievement.	0 (0%)	0 (0%)	1 (1.4%)	18 (24.3%)	55 (74.3%)

Table 5.4 (continued)

Survey Item	*0 = **strongly disagree***	*1 = somewhat disagree*	*2 = **neither agree nor disagree***	*3 = somewhat agree*	*4 = **strongly agree***
School leaders, including myself as the school principal and other members of the school leadership team, align and coordinate fiscal and human resources to ensure that the instructional plan is being effectively implemented for ELLs	0 (0%)	2 (2.7%)	1 (1.4%)	21 (28.4%)	50 (67.6%)
School leaders, including myself as the school principal and other members of the school leadership team, have a clear vision for student success that includes ELL socio-emotional development.	0 (0%)	1 (1.4%)	2 (2.7%)	20 (27.0%)	51 (68.9%)
There is collaboration with school support personnel (e.g. guidance counselors, social workers, paraprofessionals) in order to address the multiple needs of ELL students.	0 (0%)	3 (4.1%)	2 (2.7%)	18 (24.3%)	51 (68.9%)
There is collaboration with community-based human resources (e.g. local community-based organizations, cultural centers, etc.) in order to address the multiple needs of ELL students.	1 (1.4%)	10 (13.5%)	10 (13.5%)	26 (35.1%)	27 (36.5%)

Note. The number of responses for these items was 74.

Open-ended Item Analysis

In order to continue to answer the first part of RQ1, I analyzed the data collected of all respondents who answered the open-ended items focused on *equity, access, and inclusivity*. I wanted to understand how these NYC DOE school principals view the various factors associated with *equity, access, and inclusivity* present in the education of EB students in their school. In this section, I provide the codes that emerged for each of the two open-ended questions in this section. I also include what I refer to as *notable* findings from analyzing the coded data by the four school factors (school level, emergent bilingual (EB) program type, percentage of EB students, and number of EB students) that I collected from each respondent.

I define *notable* findings as ones in which 70% or more of the respondents with a particular school factor category accounted for the responses within that code. I used the following rationale when deciding to use the threshold of 70%. Since a threshold of 50% or lower would not be reflective of a majority, and it was rare to find an instance in which any response had 90% or greater of the respondents with a particular school factor category, I decided to use the midpoint between 50% and 90%, which is 70%, as the threshold for classifying a finding as notable.

Challenges. The first open-ended item asked respondents about the greatest challenges they face in planning for and providing *equity, access, and inclusivity* for EBs in their schools. There were a total of seven prominent codes that emerged most frequently for this question; these follow: *resources, teaching, professional development, funding, human resources, scheduling,* and *remote learning.* There were an additional seven codes that emerged from the data collected for this question; these follow: *parents,*

time, cultural relevance, program model, enrollment, and *space.* Given my focus, I highlight the more prominent codes in my discussion.

A total of 69 of the 74 (93.2%) respondents provided a response to this item. In Table 5.5, I include the number and percentage of respondents who provided responses that each of the seven codes, as well as a sample of quotes from the respondents for each code. I chose to include these quotes because they were the most reflective of the type of responses within the dataset as a whole for each question. In some instances, the quote includes the response in its entirely. In other instances, in which the respondents included multiple challenges, I include only the section of the response that I categorized as belonging to the code.

Table 5.5

Responses about Challenges with Equity, Access, and Inclusivity

Code	Number and Percentage	Sample Quotes
Resources	17 (24.6%)	"Resources for students in multiple languages and assessments in the language." "Instructional resources for HIGH SCHOOL students is very limited." "Curriculum that validates their home language and culture."
Teaching	13 (18.8%)	"Teachers are somewhat knowledgeable in their content areas, they require support in supporting diverse learners in order to ensure that they are provided with access to the curriculum and are supported social emotionally as well." "educator mindset of 'kids can't do it'" "For some teachers in our building, the idea of spending time learning strategies…to help 'such a small group of children' is not one they can agree with."

Table 5.5 (continued)

Code	Number and Percentage	Sample Quotes
Professional Development	13 (18.8%)	"Training for non-ENL teachers." "Professional development to support staff across all content." "Train teachers to handle the varied individual student needs."
Funding	12 (17.4%)	"Financial restrictions based on budget cuts." "We do not have adequate fiscal resources." "The greatest challenge is fiscal. The school, historically, has not received its full complement of ENL teaches because of budgetary constraints."
Human Resources	10 (14.5%)	"Hiring, Hiring more ENL teachers, need more ENL teachers." "Ensuring that ELL students have a bilingual teacher in all classes." "One ENL teacher for all students in grade K-5."
Scheduling	7 (10.1%)	"One ENL teacher is tricky with scheduling." "MANDATED for more support than is possible during the school day." "Create a schedule that allows for students to receive their stand-alone minutes, while not missing core content instruction."
Remote Learning	7 (10.1%)	"Remote environment more students that do not have the technology tools will fall behind academically." "How all of this translates in a remote or hybrid model." "Most MLL families do not have access to technology."

Note. The number of responses for these items was 69.

The top three codes for challenges that emerged from the responses were in the areas of *teaching, resources,* and *funding*. *Resources* were mentioned by 17 of the 69 respondents (24.6%) and both *teaching* and *professional development* were mentioned by 13 of the 69 respondents (18.8%). Additionally, *funding* was mentioned by 12 of the 69 respondents (17.4%), *human resources* by 10 of the 69 respondents (14.5%), and both *scheduling* and *remote learning* by 7 of the 69 (10.1%).

In Table 5.6, I include the number of responses about challenges they have experienced with *equity, access, and inclusivity* for each of the seven codes by the four school factors. I have highlighted the individual school factors that had a concentration of 70% or greater of the responses within each code in grey. For the purpose of my study, I consider these to be notable because a majority of the respondents for the code were from a school with the same school factor. This could indicate that the specific school factor contributed to this being a challenge for respondents.

Table 5.6

Number of Responses about Challenges for Equity, Access, and Inclusivity by Code and School Factor

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Resources	17	Elementary = 9 Junior High-Intermediate-Middle = 4 High School = 3 Secondary = 1	ENL = 10 ENL and TBE = 4 ENL, TBE, DL = 3	1% to 20% = 4 21% to 40% = 8 41% to 60% = 1 61% to 80% = 2 81% to 100% = 2	0 to 29 = 1 30 to 49 = 2 50 to 99 = 5 100 to 199 = 3 200 to 299 = 2 300 to 399 = 1 400 to 499 = 2 500 or greater = 1
Teaching	13	Elementary = 7 Junior High-Intermediate-Middle = 2 High School = 3 K-8= 1	ENL = 9 ENL and TBE = 2 ENL and DL = 1 ENL, TBE, DL = 1	1% to 20% = 6 21% to 40% = 5 61% to 80% = 1 81% to 100% = 1	0 to 29 = 1 30 to 49 = 3 50 to 99 = 2 100 to 199 = 4 400 to 499 = 1 500 or greater = 2
Professional Development	13	Elementary = 7 Junior High-Intermediate-Middle = 2 High School = 1 K-12 all grades = 1 K-8= 1 Secondary = 1	ENL = 9 ENL and TBE = 2 ENL and DL = 2	1% to 20% = 7 21% to 40% = 4 41% to 60% = 1 81% to 100% = 1	50 to 99 = 6 100 to 199 = 4 200 to 299 = 1 400 to 499 = 2

Table 5.6 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Funding	12	Elementary = 3 Junior High-Intermediate -Middle = 6 High School = 1 K-8= 1 Secondary = 1	ENL = 5 ENL and TBE = 2 ENL and DL = 4 ENL, TBE, DL = 1	1% to 20% = 6 21% to 40% = 4 41% to 60% = 2	0 to 29 = 1 30 to 49 = 2 50 to 99 = 5 100 to 199 = 3 200 to 299 = 1
Human Resources	10	Elementary = 6 Junior High-Intermediate -Middle = 1 High School = 1 Secondary = 2	ENL = 8 ENL and DL = 1 ENL, TBE, DL = 1	1% to 20% = 5 21% to 40% = 5	30 to 49 = 2 50 to 99 = 5 100 to 199 = 1 200 to 299 = 1 500 or greater = 1
Scheduling	7	Elementary = 4 Junior High-Intermediate -Middle = 1 High School = 1 K-8= 1	ENL = 4 ENL and TBE = 1 ENL and DL = 2	1% to 20% = 6 21% to 40% = 1	30 to 49 = 4 50 to 99 = 1 100 to 199 = 1 200 to 299 = 1

Table 5.6 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Remote Learning	7	Early Childhood = 1 Elementary = 3 High School = 2 Secondary = 1	ENL = 3 ENL and TBE = 2 ENL and DL = 2	1% to 20% = 3 21% to 40% = 3 41% to 60% = 1	30 to 49 = 2 50 to 99 = 2 100 to 199 = 2 500 or greater = 1

Note. Notable school factors are highlighted in grey and represent greater than 70% of the total responses for the code.

Challenges within *resources* included limited curricula, formative assessment, and instructional resources; there was specific mention of the lack of culturally and linguistically relevant curricula and resources. As noted in Table 5.5, one respondent included “resources for students in multiple languages and assessments in the language” to be a challenge. Another respondent noted a challenge in this area is that “instructional resources for HIGH SCHOOL students is very limited.” A third respondent put forth, “curriculum that validates their home language and culture” is a challenge for *equity, access, and inclusivity.* A theme that emerged was that *providing culturally and linguistically relevant curricula and resources* is a challenge. As put forth by Saldaña (2016) “a theme is an *extended phrase* or *sentence* that identifies what a unit of data is *about* and/or what it means” (p. 199).

Challenges within *teaching* included concerns about teacher skill and the mindsets of teachers. As included in Table 5.5, one respondent noted the "educator mindset of 'kids can't do it'" as a notable challenge. Another respondent stated, "for some teachers in our building, the idea of spending time learning strategies… to help 'such a small group of children' is not one they can agree with." A third school principal explained, "teachers are somewhat knowledgeable in their content areas, they require support in supporting diverse learners in order to ensure that they are provided with access to the curriculum and are supported social emotionally as well."

Challenges within *professional development* often focused on all teachers beyond the ELL-specific certified teachers. As presented in Table 5.5, one participant noted the need for "training for non-ENL teachers;" while a second stated the need for "professional development to support staff across all content." A third stated the need to "train teachers to handle the varied individual student needs." A theme that emerged was that *providing professional development for all teachers on working with EB students* is a challenge.

The fourth most noted challenge in the area of *equity, access, and inclusivity* was funding. Challenges within *funding* most frequently included funding without further elaboration, generally, as well as budget cuts and financial restrictions. One respondent noted, "financial restrictions based on budget cuts," another included "we do not have adequate fiscal resources," and a third cited "The greatest challenge is fiscal. The school historically, has not received its full complement of ENL teachers because of budgetary constraints" as challenges for *equity, access, and inclusivity* (Table 5.5).

Challenges in *human resources*, the fifth most noted challenge in this area, ranged from needing more English as a New Language (ENL) and bilingual teachers to hardships in finding qualified staff. One respondent stated the need to ensure "that ELL students have a bilingual teacher in all classes;" while another stated the challenge of only having "one ENL teacher for all students in grade K-5" (Table 5.5). An important finding presented in Table 5.6 is that over 70% of the respondents who stated that *human resources* were a challenge were from schools with only ENL as the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, noting *human resources* to be a need in this area.

Challenges with *scheduling* included time constraints. For example, one respondent noted the challenge of being "MANDATED for more support than is possible during the school day," and another respondent stated the challenge of creating "a schedule that allows for students to receive their stand-alone minutes, while not missing core content instruction." In other words, it is challenging to ensure that students are not pulled out for English as a New Language instruction during core content area instruction.

Finally, challenges within *remote learning* included EB students' lack of access to technology, technological tools, and instruction in the remote learning setting. It is important to note alongside this part of the data analysis that during Spring 2020, NYC DOE schools, as many school districts across the United States, shifted to full remote learning for the first time in history due to the COVID-19 pandemic (Marshall et al.,

2020). This could explain the increased awareness of this challenge in the data I collected. One respondent stated that their challenge is understanding "how this all translates in a remote or hybrid model." Another school principal noted that in the "remote environment more students that do not have technology tools will fall behind academically." A third respondent stated that "most MLL families do not have access to technology."

Structures and Supports. The second open-ended item asked respondents about the structures or supports that could assist them in meeting these challenges. There were a total of six prominent codes that emerged from the data for this question, as follows: *professional development*, *funding*, *human resources*, *curricula*, *teacher preparation*, and *remote learning* specific items. There were an additional four codes that emerged from the data collected for this question; these follow: *parents, time, cultural relevance,* and *school support structure.* Given my focus, I highlight the more prominent codes in my discussion. A total of 68 of the 74 respondents (91.9%) provided a response to this item. In Table 5.7, I include the number and percentage of respondents who provided responses that each of the six codes, as well as a sample of quotes from the respondents for each code. I have followed the same methodology for selecting the quotes included in Table 5.7 that I followed in the previous section.

Table 5.7

Responses about Structures and Support for Equity, Access, and Inclusivity

Code	Number and Percentage	Sample Quotes
Professional Development	22 (32.4%)	"More teacher development in working with ELLs." "More equity training to better understand and have empathy with our ELLs is needed." "Professional development for leader and teachers."
Funding	17 (25%)	"More money from the city" "Fiscal" "Proper funding"
Human Resources	13 (19.1%)	"More qualified staff members." "Teacher recruitment." "Additional ENL service providers."
Curricula	12 (17.6%)	"Curriculum and materials; books from multiple cultures and perspectives." "MLL curriculum and materials." "More curriculum resources in English and in Spanish."
Teacher Preparation	5 (7.4%)	"Teacher preparation/development programs must better prepare teachers to work with ELLs." "Making this a part of a teacher's coursework in college." "The encouragement of many of our teachers, like at least one on each grade to get their ENL license."
Remote Learning	5 (7.4%)	"Allowing families to keep the technology loaned during Remote Learning and/or information about grants, programs or community resources in which families can acquire free technology and internet." "Developing a curriculum utilizing the new digital learning platforms (nearpod, peardeck) that is accessible, ensure all student have access to technology."

Note. The number of responses for these items was 68.

The top three codes that emerged for structures and supports were *professional development*, *funding*, and *human resources*. *Professional development* was mentioned by 22 of the 68 respondents (32.4%), *funding* was mentioned by 17 of the 68 respondents (25%), and *human resources* was mentioned by 13 of the 68 respondents (19.1%). In addition, *curricula* was mentioned by 12 of the 68 respondents (17.6%), while both

teacher preparation and *remote learning* specific items were mentioned by 5 of the 68 respondents (7.4%).

In Table 5.8, I include the number of respondent responses about supports and structures that would help them with *equity, access, and inclusivity* for each of the six codes by the four school factors. I have highlighted the individual school factors that had a concentration of 70% or greater of the responses within each code in grey, following the same methodology as in the previous section.

Table 5.8

Number of Responses about Supports and Structures for Equity, Access, and Inclusivity by Code and School Factor

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Professional Development	22	Elementary = 11 Junior High-Intermediate-Middle = 5 High School = 1 K-12 all grades = 1 K-8= 2 Secondary = 2	ENL = 16 ENL and TBE = 4 ENL and DL = 1 ENL, TBE, DL = 1	1% to 20% = 11 21% to 40% = 10 61% to 80% = 1	0 to 29 = 1 30 to 49 = 4 50 to 99 = 9 100 to 199 = 5 200 to 299 = 1 500 or greater = 2
Funding	17	Elementary = 7 Junior High-Intermediate-Middle = 4 High School = 3 K-8= 2 Secondary = 1	ENL = 7 ENL and TBE = 4 ENL and DL = 5 ENL, TBE, DL = 1	1% to 20% = 8 21% to 40% = 7 41% to 60% = 1 81% to 100% = 1	0 to 29 = 2 30 to 49 = 4 50 to 99 = 4 100 to 199 = 4 300 to 399 = 1 400 to 499 = 1 500 or greater = 1

Table 5.8 (continued)

	Number of Responses by School Factor				
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Human Resources	13	Elementary = 6 Junior High-Intermediate-Middle = 5 K-8= 1 Secondary = 1	ENL = 7 ENL and TBE = 2 ENL and DL = 3 ENL, TBE, DL = 1	1% to 20% = 6 21% to 40% = 5 41% to 60% = 1 81% to 100% = 1	0 to 29 = 1 30 to 49 = 3 50 to 99 = 5 100 to 199 = 1 200 to 299 = 1 300 to 399 = 1 400 to 499 = 1
Curricula	12	Elementary = 3 Junior High-Intermediate-Middle = 7 High School = 2	ENL = 6 ENL and TBE = 4 ENL and DL = 1 ENL, TBE, DL = 1	1% to 20% = 3 21% to 40% = 6 41% to 60% = 1 61% to 80% 81% to 100% = 2	30 to 49 = 2 50 to 99 = 6 100 to 199 = 2 300 to 399 = 1 400 to 499 = 1
Teacher Preparation	5	Elementary = 4 High School = 1	ENL = 5	1% to 20% = 3 21% to 40% = 1 41% to 60% = 1	0 to 29 = 1 30 to 49 = 1 50 to 99 = 1 100 to 199 = 1 400 to 499 = 1
Remote Learning	5	Early Childhood = 1 Elementary = 2 High School = 1 K-8= 1	ENL = 1 ENL and TBE = 2 ENL and DL = 2	1% to 20% = 2 21% to 40% = 2 41% to 60% = 1	30 to 49 = 1 50 to 99 = 1 100 to 199 = 3

Note. Notable school factors are highlighted in grey and represent greater than 70% of the total responses for the code.

Structures and supports included by respondents within the area of *professional development* often included professional development for all staff (e.g., general education teachers, leaders, staff, ENL specialists). As noted in Table 5.8, one participant stated the need for "more teacher development in working with ELLs" and another emphasized the need for "more equity training to better understand and have empathy with our ELLs is needed." An important finding presented in Table 5.8 is that over 70% of the respondents who recommended *professional development* were from schools with only ENL as a the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, recommending *professional development* as a structure and support for this area.

In instances in which respondents cited *funding* they were generally more broad, explicitly naming that more funding would be a structure that would support them in meeting the challenge of *equity, access, and inclusivity* in the education of EB students in their schools. As in the previous question most participants who noted *funding* did not elaborate. One respondent stated "more money from the city," another noted "fiscal," and a third included "proper funding" as structures and supports needed in this area (Table 5.8).

Structures and supports that respondents included in the area of *human resources* cited specifics such as being able to hire an ELL coordinator, additional ENL service providers, and "more qualified staff members" (Table 5.8). Structures and supports that were cited by respondents within the area of *curricula* most often named curricula generally, but also included specifics such as books in home languages, from multiple

cultures, and perspectives. As included in Table 5.8 respondents notes that they would benefit from structures and supports that provided “curriculum and materials; books from multiple cultures and perspectives,” “more curriculum resources in English and in Spanish,” and “MLL curriculum and materials.” A theme that emerged was that *culturally and linguistically relevant curricula and resources* is a support that would help respondents in meeting their needs in this area.

Within *teacher preparation*, respondents included suggestions such as making ELL education a part of college coursework, ensuring the NYC DOE is partnering with colleges to vet teacher preparation, and encouraging teachers to attain dual certifications in ESOL (Table 5.8). An important finding presented in Table 5.9 is that over 70% (5 out of 5) of the respondents who recommended *teacher preparation* were from schools with only ENL as a the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, recommending *teacher preparation* as a structure and support for this area. A second finding presented in Table 5.9 is that over 70% of respondents who recommended *teacher preparation* as a support in this area were from elementary schools (4 out of 5).

Remote learning specific items cited by respondents as recommended structures and supports that can assist them in this area ranged from digital curricular tools to free technology and internet for students. One respondent recommended “allowing families to keep the technology loaned during Remote Learning and/or information about grants,

programs or community resources in which families can acquire free technology and internet" (Table 5.8).

Likert-scale Item Analysis by School Factors

To answer the second part of RQ1, I analyzed the data from all who responded to the instructional, assessment, and leadership Likert-scale items focused on *equity, access, and inclusivity* for four school factors. I chose the following four school factors: school level, emergent bilingual (EB) program type, percentage of EB students, and number of EB students, because each factor aligns to the school funding formula for EB students in the NYC DOE as I discussed previously. I wanted to understand the extent to which there is evidence of a difference in mean responses in regards to the *equity, access, and inclusivity* of EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students. In order to answer my inquiry, I concentrated on the following four questions:

1) To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students between school levels?
2) To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students between schools with distinct EB program types?
3) To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students between schools with different percentages of EB students?

4) To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students between schools with different numbers of EB students?

The null hypotheses I developed for the four questions are as follows:

1) There is no difference in mean responses about *equity, access, and inclusivity* for EB students between school levels.
2) There is no difference in mean responses about *equity, access, and inclusivity* for EB students between schools with distinct EB program types.
3) There is no difference in mean responses about *equity, access, and inclusivity* for EB students between schools with different percentages of EB students.
4) There is no difference in mean responses about *equity, access, and inclusivity* for EB students between schools with different numbers of EB students.

In the next four sections, I explain my findings for each of the tests I used to test the four null hypotheses in this part of my study. I provide the scale used throughout this section and the sections that follow in Table 5.9.

Table 5.9

Scale for Likert-scale Item Means

Scale	Description
0	Strongly disagree
1	Somewhat disagree
2	Neither agree nor disagree
3	Somewhat agree
4	Strongly agree

School Level

To test my first null hypothesis: There is no difference in mean responses about *equity, access, and inclusivity* for EB students between school levels, I ran a one-way analysis of variance (ANOVA) to determine if the level of agreement regarding *equity, access, and inclusivity* was different for respondents from different school levels. I classified respondents into five groups: elementary school (including early childhood; n = 35), junior high-intermediate-middle school (n = 16), high school (n = 12), K-8 (n = 5), and other (including K-12, secondary; n = 6).

I found three outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Equity, access, and inclusivity* responses were normally distributed for the respondents from high schools (p = .278), K-8 (p = .580), and other (including K-12, secondary) schools (p = .378), as assessed by Shapiro-Wilk's test. *Equity, access, and inclusivity* responses were not normally distributed for the respondents from elementary (p = .004) and junior high-intermediate-middle schools (p = .014), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .748). Level of agreement on items related to *equity, access, and inclusivity* from lowest to highest as follows: respondents from junior high-intermediate-middle schools (n = 16, M = 3.27, SD = 0.7), to respondents from elementary schools (including early childhood; n = 35, M = 3.30, SD = 0.5), to respondents from high schools (n = 12, M = 3.37, SD = 0.5), to respondents from other (including K-12, secondary; n = 6, M = 3.47, SD = 0.5), to respondents from K-8 schools (n = 5, M = 3.50, SD = 0.5), in that order.

There were no statistically significant differences in levels of agreement on items related to *equity, access, and inclusivity* between respondents from schools with different EB programs types, $F(4, 69) = .285$, $p = .886$. The group means were not statistically different (p = .886) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 5.1.

Figure 5.1

Bar Graph Representation of Equity, Access, and Inclusivity Item Mean of Likert-scale Scores by School Level

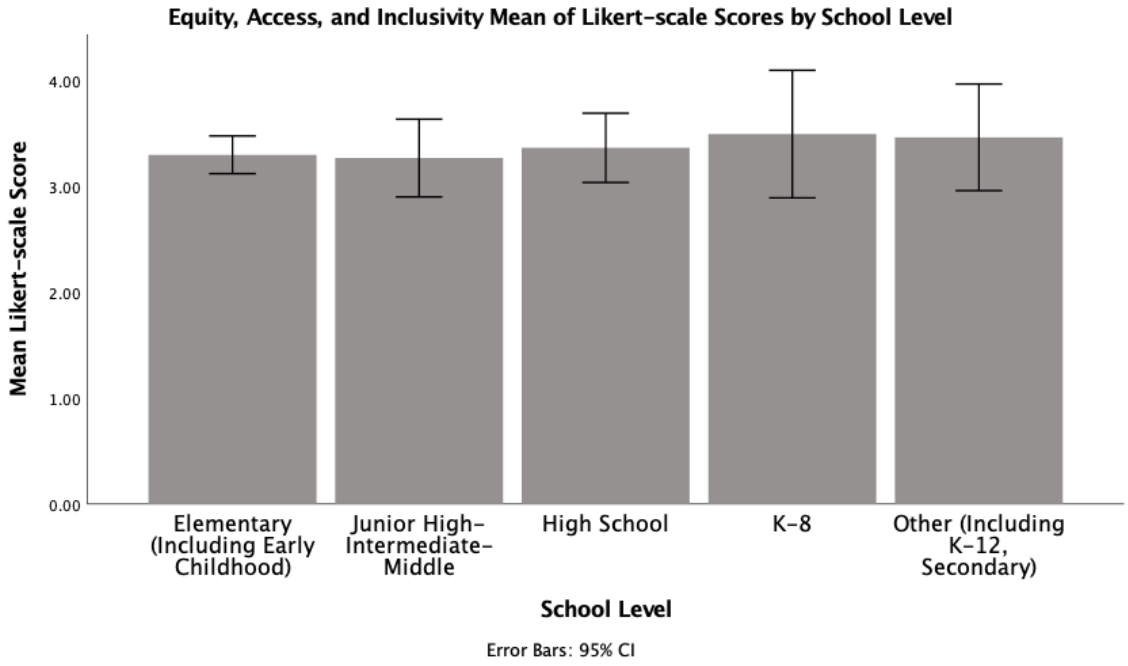


Table 5.10 is an ANOVA table which captures the results of the analysis of variance on the items related to *equity, access, and inclusivity* for respondents from different school levels. Table 5.10 shows that there were no statistically significant differences in the mean responses for the Likert-scale items that focused on *equity, access, and inclusivity* for respondents from distinct school levels in the NYC DOE.

Table 5.10

ANOVA Equity, Access, and Inclusivity Likert-scale Scores by School Level

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.353	4	.088	.285	.886
Within Groups	21.346	69	.309		
Total	21.699	73			

Emergent Bilingual Program Type

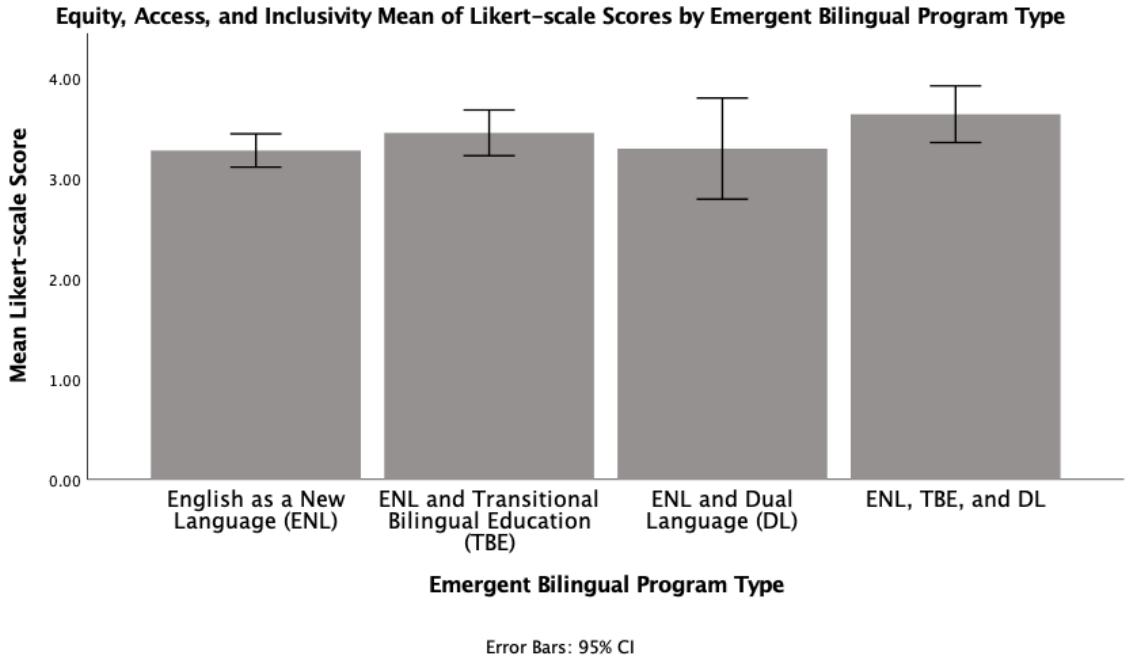
To test my second null hypothesis: There is no difference in mean responses about *equity, access, and inclusivity* for EB students between schools with distinct EB program types, I ran a one-way ANOVA to determine if the level of agreement regarding *equity, access, and inclusivity* was different for respondents from schools with different EB program types. I classified respondents into four groups: schools with English as a New Language (ENL) programs (n = 45), schools with ENL and Dual Language (DL) programs (n = 11), schools with ENL and Transitional Bilingual Education (TBE) programs (n = 13), and schools with ENL, DL, and TBE programs (n = 5).

I found three outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. I also found one outlier in the data, as assessed by inspection of a boxplot for values greater than three box-lengths from the edge of the box. *Equity, access, and inclusivity* responses were normally distributed for the respondents from schools with ENL and TBE programs (p = .704), as well as from respondents in schools with ENL, TBE, and DL programs (p = .402), as assessed by Shapiro-Wilk's test. *Equity, access, and inclusivity* responses were not normally distributed for the respondents from schools with ENL programs (p = .015), as well as

schools with ENL and DL programs (p = .015), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .122). Level of agreement on items related to *equity, access, and inclusivity* from lowest to highest was as follows: respondents from schools with ENL programs (*n* = 45, *M* = 3.28, *SD* = 0.6), to respondents from schools with ENL and DL programs (*n* = 11, *M* = 3.30, *SD* = 0.7), to respondents from schools with ENL and TBE programs (*n* = 13, *M* = 3.45, *SD* = 0.4) to respondents from schools with ENL, DL, and TBE programs (*n* = 5, *M* = 3.63, *SD* = 0.2), in that order. The one-way ANOVA is shown graphically in Figure 5.2.

Figure 5.2

Bar Graph Representation of Equity, Access, and Inclusivity Item Mean of Likert-scale Scores by Emergent Bilingual Program Type



There were no statistically significant differences in levels of agreement on items related to *equity, access, and inclusivity* between respondents from schools with different EB programs types, $F(3, 70) = .901$, $p = .445$. The groups means were not statistically different ($p = .445$) and, therefore, I cannot reject the null hypothesis.

Table 5.11 is an ANOVA table which captures the results of the analysis of variance on the items related to *equity, access, and inclusivity* for respondents from schools with different EB program types. Table 5.11 shows that there were no statistically significant differences in the mean responses for the Likert-scale items that focused on *equity, access, and inclusivity* for respondents from schools with different EB program types in the NYC DOE.

Table 5.11

ANOVA Equity, Access, and Inclusivity Likert-scale Score by Emergent Bilingual Program Type

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.807	3	.269	.901	.445
Within Groups	20.892	70	.298		
Total	21.699	73			

Percentage of Emergent Bilinguals

To test my third null hypothesis: There is no difference in mean responses about *equity, access, and inclusivity* for EB students between schools with different percentages of EB students, I ran a one-way ANOVA to determine if the level of agreement regarding

equity, access, and inclusivity was different for respondents from schools with different percentages of EB students.

I classified respondents into three groups: principals of schools with between 1% and 20% EB student population (n = 35), principals of schools with between 21% and 40% EB student population (n = 29), and principals of schools with between 41% and 100% EB student population (n = 10). Although the survey requested that respondents choose from five options, I decided to group all respondents who indicated that their schools had an EB student population between 41% and 100% together. The distribution of the target population was more heavily concentrated between 1% and 20% with only 5.9% of the target population having between 41% and 100% which resulted in a similar distribution in the respondent population.

I found two outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. I also found one outlier in the data, as assessed by inspection of a boxplot for values greater than three box-lengths from the edge of the box. *Equity, access, and inclusivity* responses were normally distributed for the respondents from schools with between 1% and 20% EB student population (p = .080), as assessed by Shapiro-Wilk's test. *Equity, access, and inclusivity* responses were not normally distributed for the respondents from schools with between 21% and 40% EB student population (p = .034), as well as schools with between 41% and 100% (p < .001), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .645). Level of agreement on items related to *equity, access, and inclusivity* from lowest to highest was as follows: respondents from schools with between 1% and 20% EB student population (n = 35, M =

3.26, *SD* = 0.3), to respondents from schools with between 21% and 40% EB student population (*n* = 29, *M* = 3.38, *SD* = 0.5), to respondents from schools with between 41% and 100% EB student population (*n* = 10, *M* = 3.45, *SD* = 0.8), in that order.

There were no statistically significant differences in levels of agreement on items related to *equity, access, and inclusivity* between respondents from schools with different EB programs types, $F(2, 71) = .598$, $p = .552$. The groups means were not statistically different (p = .552) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 5.3.

Figure 5.3

Bar Graph Representation of Equity, Access, and Inclusivity Item Mean of Likert-scale Scores by Percentage of Emergent Bilingual Students

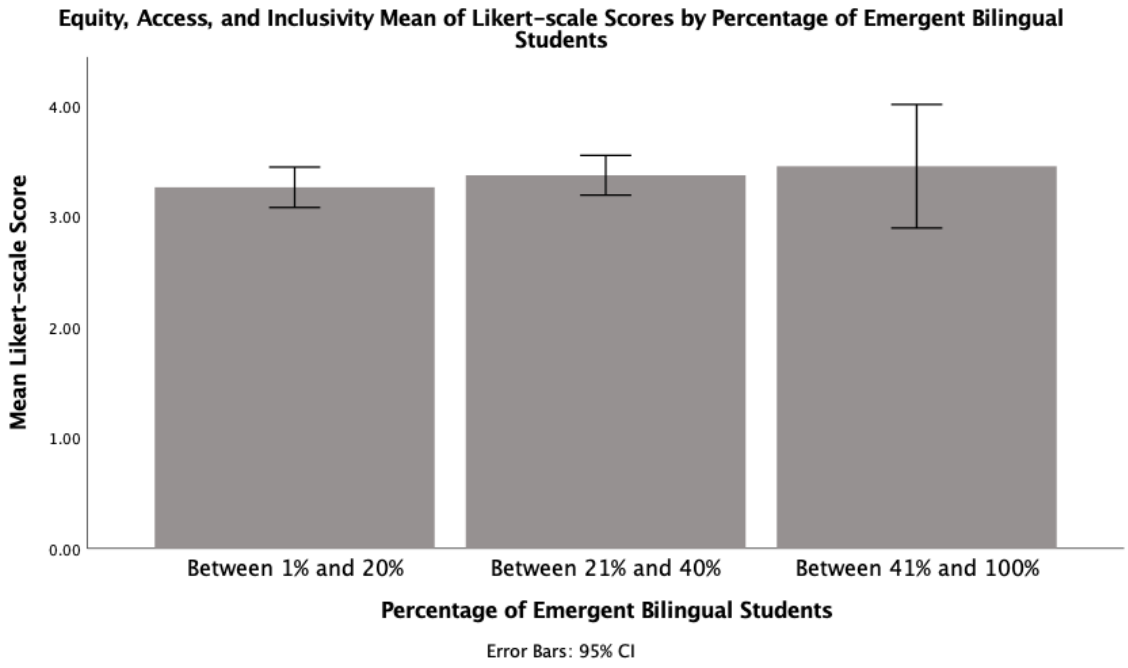


Table 5.12 is an ANOVA table which captures the results of the analysis of variance on the items related to *equity, access, and inclusivity* for respondents from schools with different percentages of EB students. Table 5.12 shows that there were no

statistically significant differences in the mean responses for the Likert-scale items the focused on *equity, access, and inclusivity* for respondents from different percentages of EB student body composition in the NYC DOE.

Table 5.12

ANOVA Equity, Access, and Inclusivity Likert-scale Score by Percentage of Emergent Bilingual Students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.360	2	.180	.598	.552
Within Groups	21.339	71	.301		
Total	21.699	73			

Number of Emergent Bilinguals

To test my fourth null hypothesis: There is no difference in mean responses about *equity, access, and inclusivity* for EB students between schools with different numbers of EB students, I ran a one-way ANOVA to determine if the level of agreement regarding *equity, access, and inclusivity* was different for respondents from schools with different numbers of EB students.

I classified respondents into five groups: principals of schools with between 0 and 29 EB student population (n = 5), principals of schools with between 30 and 49 EB student population (n = 17), principals of schools with between 50 and 99 EB student population (n = 24), principals of schools with between 100 and 199 EB student population (n = 16), and principals of schools with 200 or greater EB student population (n = 12). Although the survey requested that respondents choose from eight options, I decided to create five groups for this analysis. I grouped all respondents who indicated

that their schools had an EB student population between 200 to 1,100, as well as those who responded *other* together to form the fifth group. I did this because a response of *other* would mean that the respondent did not have a number of EB students represented in any of the choices available as options and, therefore, the number EB students in their school would be greater than 1,100. The distribution of the target population was more heavily concentrated between a EB student population between 0 and 199; only 14.8% of the target population had an EB student population between 200 and 1,100. This resulted in a similar distribution in the respondent population.

I found two outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Equity, access, and inclusivity* responses were normally distributed for the respondents from schools with between 0 and 29 EB students (p = .556), respondents from schools with between 30 and 49 EB students (p = .180), respondents from schools with between 100 and 199 EB students (p = .290), and respondents from schools with 200 or greater EB students (p = .082) as assessed by Shapiro-Wilk's test. *Equity, access, and inclusivity* responses were not normally distributed for the respondents from schools with between 50 and 99 EB students (p = .005), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .629). Level of agreement on items related to *equity, access, and inclusivity* from lowest to highest was as follows: respondents from schools with between 0 and 29 EB students (n = 5, M = 2.74, SD = 0.7), to respondents from schools with between 50 and 99 EB students (n = 24, M = 3.16, SD = 0.6), to respondents from schools with between 30 and 49 EB students (n = 17, M = 3.43, SD = 0.5), to respondents from schools with 200 or greater EB students (n = 12,

M = 3.53, *SD* = 0.4), to respondents from schools with between 100 and 199 EB students (*n* = 16, *M* = 3.54, *SD* = 0.4), in that order.

There were statistically significant differences in levels of agreement on items related to *equity, access, and inclusivity* between respondents from schools with differing numbers of EB students, $F(4, 69) = 3.647$, $p = .009$. The groups means were statistically different (p = .009) and, therefore, I can reject the null hypothesis. The Tukey post hoc analysis revealed that the mean increase from the respondents from schools with between 0 and 29 EB students to respondents from schools with between 100 and 199 EB students (.80, 95% CI [0.1, 1.5]) was statistically significant (p = .026), as well as the increase from the respondents from schools with between 0 and 29 EB students to respondents from schools with 200 or greater EB students (.80, 95% CI [0.03, 1.6], p = .036), but no other group differences were statistically significant. The one-way ANOVA is shown graphically in Figure 5.4.

Figure 5.4

Bar Graph Representation of Equity, Access, and Inclusivity Item Mean of Likert-scale Scores by Number of Emergent Bilingual Students

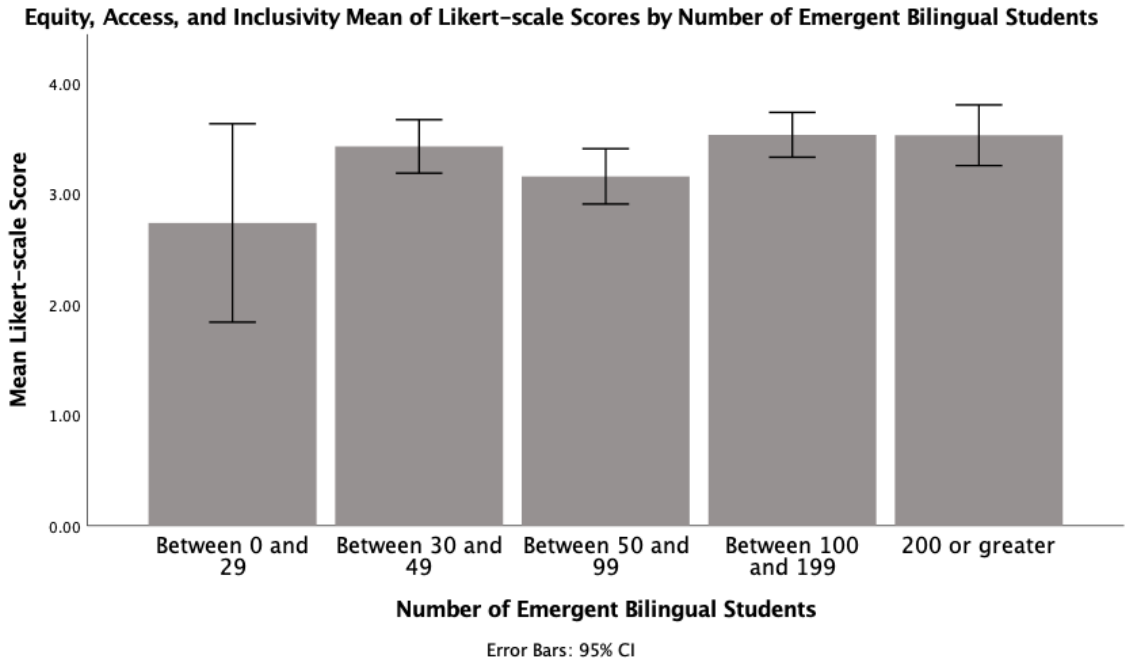


Table 5.13 is an ANOVA table which captures the results of the analysis of variance on the items related to *equity, access, and inclusivity* for respondents from schools with different numbers of EB students. Table 5.13 shows that there were statistically significant differences in the mean responses for the Likert-scale items the focused on *equity, access, and inclusivity* for respondents from schools with different numbers of EB students in the NYC DOE. As indicated by Cohen (1992), the number of respondents to my survey would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992).

Table 5.13

ANOVA Equity, Access, and Inclusivity Likert-scale Score by Number of Emergent Bilingual Students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.787	4	.947	3.647	.009
Within Groups	17.912	69	.260		
Total	21.699	73			

Discussion

Respondents were 74 NYC DOE school principals who were asked to reflect on the current state of their school communities through an online survey. As discussed in my Chapter II, a clear vision and goals for EB students from the school principal is key to a successful education for EB students (Ascenzi-Moreno et al., 2015; Menken et al., 2018; Menken & Solorza, 2013).

Overall there was a high level of agreement across the 16 items included in the *equity, access, and inclusivity* component of my survey. Over 80% of the respondents strongly agreed or somewhat agreed to 15 out of the 16 items in this section. The only item which was below an 80% level of agreement was in the area of *collaboration with community-based human resources in order to address the multiple needs of EB students* (72%).

The open-ended response items provided respondents with the opportunity "to freely answer the question as they want without limiting their response" (Dillman et al., 2014, p. 110). In comparison to the Likert-scale responses, which demonstrated an

overall high level of agreement with the statements associated with *equity, access, and inclusivity* for EB students, the data collected from the open-ended responses provided distinct findings. The latter, which sought to capture information about the challenges experienced by NYC DOE school principals and recommended structures and supports for meeting these challenges, often included in depth details about how the very same items for which NYC DOE school principals included in Likert-scale questions were challenging to meet. This was specifically true in the area of *instruction*.

The most mentioned challenge for *equity, access, and inclusivity* was *resources*, which included limited curricula, formative assessment, and instructional resources. A theme that emerged was that *providing culturally and linguistically relevant curricula and resources* is a challenge. The second most mentioned area of challenge was *teaching*, which included both teacher mindsets and skills. While responses in the Likert-scale items show that respondents tended to highly agree with many statements, upon given the opportunity to provide a deeper reflection in the open-ended responses, the respondents were able to state how they could improve upon these areas. The inclusion of *funding* as both the third most mentioned challenge and also the second most mentioned structure or support needed brings forth the critical nature of funding in order to meet the principles put forth by the *Blueprint for ELL/MLL Success,* as well as, the literature.

Overall, the challenges noted by respondents and the structures and supports complemented each other. Often, the structure and support offered served as a potential solution to the noted challenge. For example, challenges with *teaching* such as teacher skill and mindset can be combatted with the structure of *professional development*. Although *collaboration with community-based human resources in order to address the*

multiple need of EB students was the item that received the lowest level of agreement within the Likert-scale items, it was not mentioned by respondents as an area of challenge. The areas of challenges included by respondents could be indicative of their priorities or the areas that they consider to be highest leverage in providing *equity, access, and inclusivity* to EB students.

My analysis of the open-ended responses which collected information from respondents on both challenges they face and structures and supports they need for *equity, access, and inclusivity* in their schools provided several notable findings. Over 70% of the respondents who noted that *human resources* was a challenge were from schools with only ENL as the EB program type serving EB students. Similarly, over 70% of participants who noted that *professional development* and *teacher preparation* would be helpful supports and structures in assisting them in meeting their challenges were always from schools with only ENL as the EB program type.

The Likert-scale item statistical analyses that I conducted for four different school factors (i.e. school level, emergent bilingual program type, percentage of EB students, and number of EB students) in order to determine to the extent of evidence in a difference in mean responses only found a statistically significant difference for schools with different numbers of EB students. There was a statistically significant different between the responses from respondents from schools with between 0 and 29 EB students and respondents from schools with between 100 and 199 EB students, as well as respondents from schools with between 0 and 29 EB students and respondents from schools with 200 or greater EB students. The statistical tests found no statistically significant differences in the mean responses for school level, EB program type, and percentage of EB students.

However, the data show that the level of agreement on the items about *equity, access, and inclusivity* increased as the percentage of EB students at a school increased. Additionally, the data indicated a lower level of agreement on these items between respondents from schools with ENL programs and respondents from schools with ENL and any bilingual education program (TBE, DL, or both).

Conclusions

The 74 NYC DOE school principals who responded to my survey had an overall high level of agreement on Likert-scale items focused on *equity, access, and inclusivity* as related to their reflections of their individual school communities. Once they were provided with an opportunity to openly respond about the challenges they face with *equity, access, and inclusivity* for EB students, the respondents provided more specific barriers. Most frequently, the challenges they encountered were in the area of *teaching*. They also provided suggestions for structures and supports which would assist them in meeting the challenges. For example, *professional development* in order to address the challenges within *teaching*. One out of the four analyses of variances on the mean Likert-scale item analyses on school factors was statistically significant, namely, number of EB students.

Chapter Summary

In this chapter, I provided an in-depth description of the school factors for the 74 NYC DOE school principals who responded to my survey. Additionally, I answered both parts of RQ1: To what degree, if any, do NYC DOE school principals of schools

serving 30 or more EB students view that *equity, access, and inclusivity* are present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *equity, access, and inclusivity* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

More specifically, I answered the first part through both a descriptive analysis (Loeb et al., 2017) for the Likert-scale items for all 74 respondents of my survey and an analysis of my open-ended data through coding, categorizing, and finding themes across all responses (Corbin & Strauss, 2015). In addition, I analyzed my open-ended responses by the four different school factors for the participants (i.e. school level, EB program type, percentage of EB students, and number of EB students). I answered the second part of the question by conducting an analysis of variance (ANOVA) for four different school factors for the respondents (Laerd Statistics, 2015). Finally, I discussed the overall findings *on equity, access, and* inclusivity based on data analysis. In Chapter VI, I address my second research question which focuses on the *language and culture as assets* component of my study.

Chapter VI

DATA ANALYSIS: LANGUAGE AND CULTURE AS ASSETS

Overview of Chapter

In this chapter, I focus on answering my second research question through my analysis of data I gathered in my survey. The second research question focuses on the presence of *language and culture as assets* in schools as it pertains to the education of EB students. Research Question 2 was: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *language and culture being utilized as assets* as being present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

I begin this section with a holistic description of these data, which includes both Likert-scale items and open-ended response items, as it pertains to all 74 principals who participated in my study in order to answer the first part of my research question. Then, I follow by disaggregating the Likert-scale item data by the four school factors collected through my survey, namely, school level, type of EB instructional program, percentage of EB student composition, and number of EB students, in order to answer the second part of my second research question. I follow the data analysis with a discussion of my findings. Finally, I provide conclusions for my data on *language and cultures as assets* collected through my survey of NYC DOE school principals.

Data Analysis

Two sections of my survey completed by 74 NYC DOE school principals focused on *language and culture as assets* (Appendix A). The first section consisted of Likert-scale items and the second consisted of open-ended responses. I begin my discussion with a descriptive analysis of the Likert-scale items focused on *language and culture as assets* in the respondent's school. I continue to answer the first part of Research Question 2 (RQ2, hereafter) through an analysis of the open-ended items focused on *language and culture as assets* being present in the school. Then, I answer the second part of RQ2 (mean differences) through a series of statistical tests on the *language and culture as assets* Likert-scale items for each of the four school factors (i.e. school level, EB program type, percentage of EB students, and number of EB students).

Likert-scale Item Analysis

In order to begin to answer the first part of RQ2, regarding *language and culture as assets* being present in the respondent's school, I analyzed the data collected from all 74 respondents who answered the *language and culture as assets* Likert-scale items. I wanted to be able to understand how these NYC DOE school principals view the various factors associated with *language and culture as assets* that are present in the education of EB students in their school.

Language and Culture as Assets Items

The first part of *language and culture as assets* section was composed of Likert-scale items. Using a Likert scale with five response choices (0 = *strongly disagree* to 4 = *strongly agree*), these items asked the respondents to reflect on the experiences of EB

students in their schools with a focus on *language and culture as assets*. 73 of 74 school principals responded to all of the six items in this section. I include statistics and frequency tables calculated using SPSS 27 for each of the six items in this section in Appendix Q. Additionally, Table 6.1 includes the frequencies and percent of responses on the Likert scale for each of the six items.

Table 6.1

Number and Percentage of Respondents Agreeing or Disagreeing with Language and Culture as Assets

Survey Item	***0* = *strongly disagree***	***1* = *somewhat disagree***	***2* = *neither agree nor disagree***	***3* = *somewhat agree***	***4* = *strongly agree***
My school provides a safe and inclusive learning environment that recognizes and respects the languages of all students.	0 (0%)	0 (0%)	1 (1.4%)	18 (24.7%)	54 (74.0%)
My school provides a safe and inclusive learning environment that recognizes and respects the cultures of all students.	0 (0%)	0 (0%)	1 (1.4%)	21 (28.8%)	51 (69.9%)
My school has opportunities for students to participate in language learning (e.g. English as a New Language) or language support programs (e.g. Title III after school) that lead to proficiency in English.	0 (0%)	2 (2.7%)	0 (0%)	12 (16.4%)	59 (80.8%)

Table 6.1 (continued)

Survey Item	***0* = *strongly disagree***	***1* = *somewhat disagree***	***2* = *neither agree nor disagree***	***3* = *somewhat agree***	***4* = *strongly agree***
My school has a strong language support pathway for ELLs whose home language is low incidence, meaning we do not have enough students who speak the same language to form a bilingual education program.	2 (2.7%)	4 (5.5%)	11 (15.1%)	34 (46.6%)	22 (30.1%)
My school regards home languages as instructional asset and use them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.	0 (0%)	2 (2.7%)	4 (5.5%)	28 (38.4%)	39 (53.4%)
My school uses home language assessments to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.	3 (4.1%)	7 (9.6%)	14 (19.2%)	16 (21.9%)	33 (45.2%)

Note. The number of responses for these items was 73.

As shown in Table 6.1, over 90% of respondents strongly or somewhat agreed to four of the six items in this section. The highest levels of agreement (i.e., 99% of respondents agreed strongly or somewhat with the item being present in their school community) were with the school providing a safe and inclusive learning environment that recognizes and respects: 1) *the languages of all students* and 2) *the cultures of all students*. The lowest levels of agreement were in two areas: 1) *schools having a strong*

language support pathway for EB students with only 77% of the respondents agreeing with the support being present in their schools and 2) *schools using home language assessment to inform instruction and demonstrate growth in bilingual education* with 67% of respondents agreeing that the statement is true for their school.

Open-ended Item Analysis

In order to continue to answer the first part of RQ2, seeking to answer to what extent the respondents view *language and cultural* as assets being present in their school community, I analyzed the data collected for all school principals for the open-ended items focused on *language and culture as assets*. I wanted to understand how these NYC DOE school principals view the various factors associated with *language and culture as assets* present in the education of EB students in their school. In this section, I provide the codes that emerged for each of the two open-ended questions in this section. I also include what I refer to as *notable* findings from analyzing the coded data by the four school factors (school level, emergent bilingual (EB) program type, percentage of EB students, and number of EB students) that I collected from each respondent. As discussed in Chapter V, I define *notable* findings as ones in which 70% or more of the respondents with a particular school factor category accounted for the responses within that code.

Challenges

The first open-ended item in this section asked respondents about the greatest challenges they face in planning for and providing a school environment that embraces *language and culture as assets*. There were six prominent codes that emerged most frequently for this question; these follow: *mindset, language needs, professional*

development, *parental engagement*, *teaching*, and *funding*. There were an additional three codes that emerged from the data collected for this question; these follow: *human resources, cultural relevance,* and *remote learning* specific items. Given my focus, I highlight the more prominent codes in my discussion.

A total of 64 of the 74 (86.5%) respondents provided a response to this item. In Table 6.2, I include the number and percentage of respondents who provided responses that each of the six codes, as well as, a sample of quotes for each code. I chose to include these quotes because they were the most reflective of the type of responses within the dataset as a whole for each question. In some instances, the quote includes the response in its entirely. In other instances, in which the respondents included multiple challenges, I include only the section of the response that I categorized as belonging to the code.

Table 6.2

Responses about Challenges with Language and Culture as Assets

Code	Number and Percentage	Sample Quotes
Mindset	14 (21.9%)	"not all teachers accept that language and culture are assets that can be leveraged" "staff mindset shift in order to move out of an English deficiency framework" "really building a culture where diversity is seen as an asset and not a hinderance"
Language Needs	11 (17.2%)	"we have over 50 home languages" "low incidence languages that we don't necessarily have school staff to connect the family with" "I have a significant number of West African parents that speak languages that are not recorded"

Table 6.2 (continued)

Code	Number and Percentage	Sample Quotes
Professional Development	8 (12.5%)	"professional development on diversity" "training to learn more about these languages and cultures" "professional development to support staff in becoming culturally proficient pedagogues"
Parental Engagement	7 (10.9%)	"parent involvement due to fears on immigration status" "we do not have high family engagement with families who speak language other than English at home" "difficult to communicate with parents who are seen by some staff as absent or uncaring"
Teaching	7 (10.9%)	"when we have a non-Spanish speaker who is ENL, it is hard for us to provide strategies that are useful to them" "there is still work to be done that it is a consistent practice in all classrooms" "Teachers willingness to develop knowledge/pedagogy (skill and will) to support ELLs"
Funding	6 (9.4%)	"Again I go back to funding that we need." "Again, budget" "Funding"

Note. The number of responses for these items was 64.

The top three codes for challenges that emerged from the responses were in the areas of *mindset, language needs*, and *professional development*. *Mindset* was mentioned by 14 of the 64 (21.9%) respondents of this question, *language needs* by 11 of the 64 (17.2%), and *professional development* was mentioned by 8 of the 64 (12.5%) respondents in my study. In addition, both *parental engagement* and *teaching* were

mentioned by 7 of the 64 question respondents (10.9%) and *funding* by 6 of the 64 (9.4%).

In Table 6.3, I include the number of responses about challenges with *language and culture as assets* for each of the six codes by the four school factors. I have highlighted the individual school factors that had a concentration of 70% or greater of the responses within each code in grey. For the purpose of my study, I consider these to be notable because a majority of the respondents for the code were from a school with the same school factor. This could indicate that the specific school factor contributed to this being a challenge for respondents.

Table 6.3

Number of Responses about Challenges with Language and Culture as Assets by Code and School Factor

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Mindset	14	Early Childhood = 1 Elementary = 5 Junior High-Intermediate -Middle = 3 High School = 1 K-12 all grades = 1 K-8= 1 Secondary = 2	ENL = 10 ENL and TBE = 3 ENL and DL = 1	1% to 20% = 7 21% to 40% = 5 41% to 60% = 1 81% to 100% = 1	30 to 49 = 2 50 to 99 = 8 100 to 199 = 1 200 to 299 = 1 400 to 499= 2

Table 6.3 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Language Needs	11	Elementary = 3 Junior High-Intermediate -Middle = 4 High School = 2 K-8= 2	ENL = 8 ENL and TBE = 1 ENL and DL = 2	1% to 20% = 7 21% to 40% = 4	30 to 49 = 4 50 to 99 = 3 100 to 199 = 2 300 to 399 = 1 500 or greater = 1
Professional Development	8	Elementary = 5 Junior High-Intermediate -Middle = 2 High School = 1	ENL = 6 ENL and TBE = 1 ENL and DL = 1	1% to 20% = 5 21% to 40% = 2 81% to 100% = 1	0 to 29 = 1 30 to 49 = 2 50 to 99 = 2 100 to 199= 2 400 to 499= 1
Parental Engagement	7	Elementary = 3 Junior High-Intermediate -Middle = 1 High School = 2 K-8= 1	ENL = 3 ENL and TBE = 1 ENL and DL = 2 ENL, TBE, DL = 1	1% to 20% = 3 21% to 40% = 2 41% to 60% = 1 61% to 80% = 1	0 to 29 = 1 30 to 49 = 1 50 to 99 = 1 100 to 199 = 2 300 to 399= 1 500 or greater = 1
Teaching	7	Elementary = 2 Junior High-Intermediate -Middle = 1 High School = 2 K-12 all grades = 1 Secondary = 1	ENL = 6 ENL and TBE = 1	1% to 20% = 1 21% to 40% = 4 41% to 60% = 1 81% to 100% = 1	30 to 49 = 2 50 to 99 = 2 100 to 199 = 1 400 to 499 = 2

Table 6.3 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Funding	6	Elementary = 4 High School = 1 Secondary = 1	ENL = 5 ENL and DL = 1	1% to 20% = 6	0 to 29 = 3 30 to 49 = 1 50 to 99 = 1 100 to 199 = 1

Note. Notable school factors are highlighted in grey and represent greater than 70% of the total responses for the code.

Challenges within *mindset* included: deficit-thinking about EB students and implicit bias. As noted in Table 6.2, one respondent stated, "not all teachers accept that language and culture are assets that can be leveraged" when describing this challenge. Another respondent noted a challenge in this area was a "staff mindset shift in order to move out of an English deficiency framework." In a similar vein, a third respondent stated that it was a challenge to build "a culture where diversity is seen as an asset and not a hinderance." A theme that emerged was that a *deficit mindset about language and culture* is a challenge. As put forth by Saldaña (2016) "a theme is an *extended phrase* or *sentence* that identifies what a unit of data is *about* and/or what it means (p. 199). An important finding presented in Table 6.3 is that over 70% of the respondents who stated that *mindset* was a challenge were from schools with only ENL as the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, noting *mindset* to be a need in this area.

Challenges within *language needs* included: not having enough translators or resources in least-spoken languages. As included in Table 6.2, respondents specifically mentioned the *diversity of languages* being a challenge to support. One respondent noted "we have over 50 home languages" while another put forth "I have a significant number of West African parents that speak languages that are not recorded." A third respondent noted a challenge with "low incidence languages that we don't necessarily have school staff to connect the family with." An important finding presented in Table 6.3 is that over 70% of the respondents who stated that *language needs* were a challenge were from schools with only ENL as the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to have programs focused on developing English and were less likely to have bilingual or multilingual teachers on staff to support EB students, noting *language needs* to be a challenge in this area.

Challenges within *professional development* most frequently included the *need for professional development on cultural responsiveness focused on EB students* for staff. In other words, respondents stated the need to provide professional development to staff designed to better understand and meet the needs that emerge in serving a diverse student body, which includes learning about their languages and cultures. As presented in Table 6.2, one respondent noted the need for "training to learn more about these languages and cultures;" while a second respondent stated the need for "professional development to support staff in becoming culturally proficient pedagogues." An important finding presented in Table 6.3 is that over 70% of the respondents who stated that *professional development* was a challenge were from schools with only ENL as a the EB program type

serving EB students, once again. Schools principals from schools with ENL only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, noting *professional development* to be a need in this area.

Challenges within *parental engagement* ranged from a lack of engagement due to fears about immigration status to the respondents not having the resources to support parents. Challenges within *teaching* included the need to increase skills and have consistency across classrooms. *Funding* was more generally noted as a challenge for providing a school environment that embraces *language and culture as assets* for EB students; this was not elaborated upon by any respondent. The quotes included in Table 6.2 are reflective of the responses in this area. As presented in Table 6.3 over 70% of the respondents who stated that both *teaching* and *funding* was a challenge were from schools with only ENL as the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, noting *teaching* to be a need in this area.

Based on the NYC DOE Fair Student Funding formula, ENL programs received the EB student weight only--while EB students served in a bilingual education setting carry a heavier weight (NYC DOE, 2020a). School principals from schools with ENL-only programs who responded to my survey were more likely to state that *funding* is a challenge than principals from schools with other EB program types. Additionally, all of the respondents (6 out of 6) who noted that *funding* was an issue were from schools with an EB student population of between 1 to 20%. Based on the NYC DOE Fair Student

Funding formula, schools receive the same weight per EB student based on the school level. School principals from schools with an EB student population of between 1% and 20% who responded to my survey were more likely to state that *funding* is a challenge than principals from schools with higher percentages of EB student composition.

Supports and Structures

The second open-ended item asked respondents about the structures or supports that could assist them in meeting *language and culture as assets* challenges. There were a total of five prominent codes that emerged most frequently for this question, they follow: *professional development*, *funding*, *language supports, school support structures*, and *parental engagement structures* There were an additional four codes that emerged from the data collected for this question; these follow: *teaching, remote learning* specific items, *cultural relevance, and resources.* Given my focus, I highlight the more prominent codes in my discussion. A total of 60 of the 74 study respondents (81.1%) provided a response to this item. In Table 6.4, I include the number and percentage of respondents who provided responses that each of the five codes, as well as a sample of quotes from the respondents for each code. I have followed the same methodology for selecting the quotes included in Table 6.4 that I followed in Chapter V.

Table 6.4

Responses about Structure and Supports for Language and Culture as Assets

Code	Number and Percentage	Sample Quotes
Professional Development	20 (33.3%)	"providing PD on a growth mindset and cultural education" "professional development for administrators and teachers who are not ELL trained to better understand the profile of the ELL students and their strengths" "professional development surrounding these topics for ALL teachers, not just bilingual, ENL and DL teachers)"
Funding	7 (11.7%)	"more money to hire additional teachers, and smaller class sizes" "again, funds" "more funding"
Language Supports	7 (11.7%)	"better interpretation options for families" "quicker turn-around time from Translation Unit for written materials" "schools should be able to hire parent translators"
School Support Structures	5 (8.3%)	"we need time to work as a district and city on equity (not for compliance). We need supports that come into our buildings and ask difficult questions" "clear models of how this has been used in other schools" "it would help to know what is out there and what to choose"
Parental Engagement Structures	5 (8.3%)	"workshops and open forums for families" "creating a special position for outreach, coordinating staff members who speak languages spoken by our families" "more collaboration among staff members and parents"

Note. The number of responses for these items was 60.

The top three codes that emerged for structures and supports were *professional development, funding,* and *language supports*. Twenty of the 60 (33.3%) of the respondents mentioned *professional development*; 7 of the 60 (11.7%) respondents mentioned both funding and language supports. Additionally, both *school support* and *parental engagement structures* were mentioned by 5 of the 60 (8.3%) survey respondents.

In Table 6.5, I include the number of responses about supports and structures that would help them with *language and culture as assets* for each of the five codes by the four school factors. I have highlighted the individual school factors that had a concentration of 70% or greater of the responses within each code in grey, following the same methodology as in the previous section.

Table 6.5

Number of Responses about Supports and Structures for Language and Culture as Assets by Code and School Factor

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Professional Development	20	Early Childhood = 1 Elementary = 8 Junior High-Intermediate-Middle = 6 High School = 1 Secondary = 4	ENL = 16 ENL and TBE = 1 ENL and DL = 2 ENL, TBE, DL = 1	1% to 20% = 11 21% to 40% = 7 41% to 60% = 2	0 to 29 = 1 30 to 49 = 4 50 to 99 = 8 100 to 199 = 4 200 to 299 = 1 400 to 499 = 1 500 or greater = 1
Funding	7	Elementary = 2 Junior High-Intermediate-Middle = 1 High School = 1 K-8= 2 Secondary = 1	ENL = 3 ENL and TBE = 1 ENL and DL = 3	1% to 20% = 4 21% to 40% = 3	0 to 29 = 2 30 to 49 = 1 50 to 99 = 2 100 to 199 = 1 300 to 399 = 1

Table 6.5 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Language Supports	7	Elementary = 1 Junior High-Intermediate-Middle = 3 High School = 2 K-8= 1	ENL = 6 ENL and TBE = 1	1% to 20% = 4 21% to 40% = 3	30 to 49 = 1 50 to 99 = 3 100 to 199 = 2 500 or greater = 1
School Support Structures	5	Elementary = 2 High School = 1 K-12 all grades = 1 K-8= 1	ENL = 3 ENL and TBE = 1 ENL, TBE, DL = 1	1% to 20% = 2 21% to 40% = 2 81% to 100% = 1	30 to 49 = 1 50 to 99 = 2 200 to 299 = 1 400 to 499 = 1
Parental Engagement Structures	5	Elementary = 2 Junior High-Intermediate-Middle = 2 High School = 1	ENL = 3 ENL and TBE = 1 ENL and DL = 1	1% to 20% = 4 41% to 60% = 1	30 to 49 = 3 50 to 99 = 1 100 to 199 = 1

Note. Notable school factors are highlighted in grey and represent greater than 70% of the total responses for the code.

Within the area of *professional development*, respondents suggested supports and structures that included professional development for *all* staff (e.g., general education teachers, leaders, staff, ENL specialists). As noted in Table 6.4, one respondent stated the need for "professional development for administrators and teachers who are not ELL

trained to better understand the profile of ELL students and their strengths" and another emphasized the need for "professional development surrounding these topics for ALL teachers, not just bilingual, ENL and DL teachers." A important finding presented in Table 6.5 is that over 70% of the respondents who recommended *professional development* were from schools with only ENL as a the EB program type serving EB students. School principals from schools with ENL-only programs who responded to my survey were more likely to see a challenge in only having ENL providers on staff who understand and can meet the needs of EB students, recommending *professional development* as a structure and support that would help them in this area.

In instances in which respondents cited *funding* as a needed structure and support, they provided a broad suggestion of more funding being a structure that would support them in meeting the challenge of providing a school environment that embraces *language and culture as assets* for EB students. As in the previous question most respondents who noted *funding* did not elaborate. One respondent provided additional information on how they would use additional *funding,* as included in Table 6.5, stated, "more money to hire additional teachers, and smaller class sizes."

In the area of *language supports,* respondents cited specific suggestions such as improved translation and interpretation services and an increase of staff that would be able to provide translation and interpretation. As included in Table 6.4 respondents noted that the would benefit from structures and supports that provided "better interpretation options for families," "quicker turn-around time from Translation Unit for written materials," and allowed schools to "hire parent translators." Once again, an important finding presented in Table 6.5 is that over 70% of the respondents who recommended

language supports were from schools with only ENL as a the EB program type serving EB students. School principals from schools with ENL-only programs who responded to my survey were more likely to have programs focused on developing English and were less likely to have bilingual or multilingual teachers on staff to support EB students, recommending *language supports* as a structure and support that would help them in this area.

Suggestions for *school support* structures ranged from district and citywide supports – focused on equity – to being provided a clearer understanding of the resources that are available for support in this area. As included in Table 6.4, principals noted that they would benefit from "clear models of how this had been used in other schools" and knowing "what is out there and what to choose." Suggestions for *parental engagement structures* included workshops and a system for hiring parent translators. Finally, over 70% of the respondents (4 out of 5) who noted that *parental engagement structures* would be helpful to them were principals from schools with an EB student population of between 1 to 20% (Table 6.5). School principals from schools with an EB student population of between 1% to 20% who responded to my survey were more likely to recommend *parental engagement structures* as a structure that would support them in this area.

Likert-scale Analysis by School Factors

To answer the second part of RQ2 (i.e., to what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students for each of the four school factors), I analyzed data from all who responded to the Likert-scale items focused on *language and culture as assets* given the four school factors (i.e.,

school level, EB program type, percentage of EB students, and number of EB students). I concentrated on the following four questions:

1) To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students between *school levels*?
2) To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students between schools with distinct *EB program types*?
3) To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students between schools with different *percentages of EB students*?
4) To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students between schools with different *numbers of EB students*?

The null hypotheses I developed for the four questions are as follows:

1) There is no difference in mean responses *language and culture as assets* for EB students between *school levels*.
2) There is no difference in mean responses about *language and culture as assets* for EB students between schools with distinct *EB program types.*
3) There is no difference in mean responses *language and culture as assets* for EB students between schools with different *percentages of EB students.*
4) There is no difference in mean responses about *language and culture as assets* for EB students between schools with different *numbers of EB students.*

In the next four sections, I explain my findings for each test of these null hypotheses. I continue to use the Likert scale (0 = *strongly disagree* to 4 = *strongly agree*) for item means throughout this section.

School Levels

To test my first null hypothesis: There is no difference in mean responses about *language and culture as assets* for EB students between *school levels*, I ran a one-way ANOVA to determine if the level of agreement regarding *language and culture as assets* was significantly different for respondents from different *school levels*. I classified respondents into five groups: elementary school (including early childhood) (n = 35), junior high-intermediate-middle school (n = 16), high school (n = 11), K-8 (n = 5), and other (including K-12, secondary) (n = 6).

I found no outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Language and culture as assets* responses were normally distributed for the respondents from junior high-intermediate-middle schools (p = .130), high schools (p = .357), and other schools (including K-12, secondary; p = .660), as assessed by Shapiro-Wilk's test. *Language and culture as assets* responses were not normally distributed for the respondents from elementary (p = .031) and K-8 schools (p = .040), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .694). Levels of agreement on items related to *language and culture as assets* from lowest to highest are as follows: respondents from other schools (including K-12, secondary) (n = 6, M = 3.27, SD = 0.5), to respondents from elementary schools (including early childhood) (n = 35, M = 3.37, SD = 0.5), to respondents from high schools (n = 11, M = 3.45, SD = 0.4), to

respondents from junior high-intermediate-middle (n = 16, M = 3.50, SD = 0.4), to respondents from K-8 schools (n = 5, M = 3.56, SD = 0.6). According to my survey's Likert scale, a mean of 4 is "strongly agree" while a mean of 3 is "somewhat agree." That is, respondents from K-8 school most strongly agree that they view *language and culture as assets* being present in their schools.

There were no statistically significant differences in levels of agreement on items related to *language and culture as assets* between respondents from schools with different school levels, $F(4, 68) = .494$, $p = .740$. The group means were not statistically different (p = .740) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 6.1.

Figure 6.1

Bar Graph Representation of Language and Culture as Assets Item Mean of Likert-scale Scores by School Level

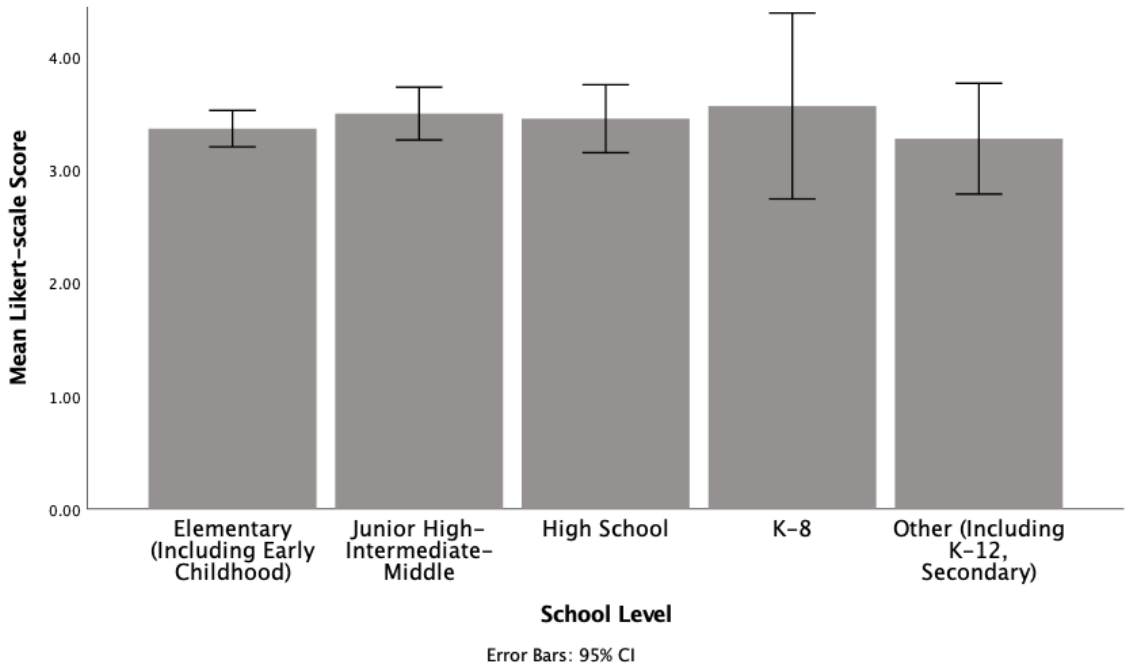


Table 6.6 is an ANOVA table which captures the results of the analysis of variance on the items related to *language and culture as assets* for respondents from different school levels. Table 6.6 shows that there were no statistically significant differences in the mean responses for the Likert-scale items the focused on *language and culture as assets* for respondents from different school levels in the NYC DOE.

Table 6.6

ANOVA Language and Culture as Assets Likert-scale Score by School Level

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	.443	4	.111	.494	.740
Within Groups	15.231	68	.224		
Total	15.674	72			

Emergent Bilingual Program Type

To test my second null hypothesis: There is no difference in mean responses about *language and culture as assets* for EB students between schools with distinct *EB program types*, I ran a one-way ANOVA to determine if the level of agreement regarding *language and culture as assets* was different for respondents from schools with different *EB program types*. I classified respondents into four groups: respondents from schools with English as a New Language (ENL) programs (n = 44), respondents from schools with ENL and Dual Language (DL) programs (n = 11), respondents from schools with ENL and Transitional Bilingual Education (TBE) programs (n = 13), and respondents from schools with ENL, DL, and TBE programs (n = 5).

I found two outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Language and culture as assets*

responses were normally distributed for the respondents from schools with ENL programs (p = .161), as well as from respondents in schools with ENL and TBE (p = .103), as assessed by Shapiro-Wilk's test. *Language and culture as assets* responses were not normally distributed for the respondents from schools with ENL and DL programs (p = .039), as well as respondents from schools with ENL, TBE, and DL programs (p = .021), as assessed by Shapiro-Wilk's test.

The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of variances (p = .044). Since the assumption of homogeneity of variances was violated, I could not interpret the standard one-way ANOVA and used the Welch ANOVA instead. Level of agreement on items related to *language and culture as assets* from lowest to highest was as follows: respondents from schools with ENL programs (n = 44, M = 3.25, SD = 0.5), to respondents from schools with ENL and TBE programs (n = 13, M = 3.62, SD = 0.3), to respondents from schools with ENL and DL programs (n = 11, M = 3.62, SD = 0.4) to respondents from schools with ENL, DL, and TBE programs (n = 5, M = 3.87, SD = 0.2). Games-Howell post hoc analysis revealed the mean increased from respondents from schools with ENL to respondents from schools with ENL, TBE, and DL (0.61, 95% CI [0.24, 0.98], p = .003).

There were statistically significant differences in levels of agreement on items related to *language and culture as assets* between respondents from schools with different EB programs types, Welch's $F(3, 17.625) = 8.852$, p = .001, therefore, I can reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 6.2.

Figure 6.2

Bar Graph Representation of Language and Culture as Assets Item Mean of Likert-scale Scores by Emergent Bilingual Program Type

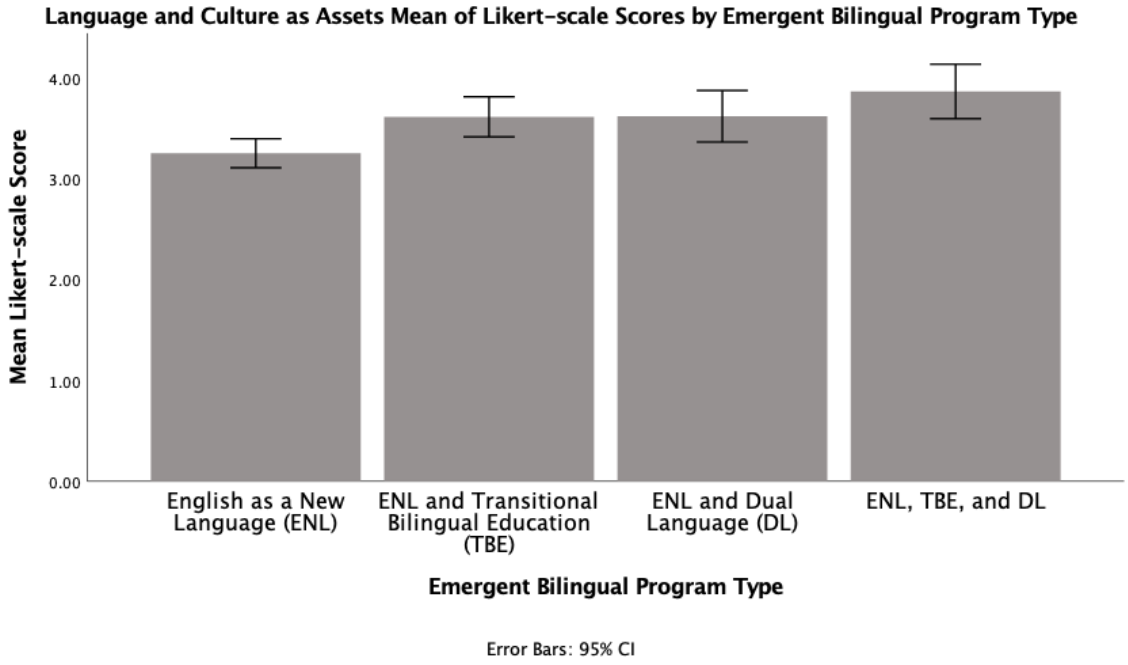


Table 6.7 is an ANOVA table which captures the results of the analysis of variance on the items related to *language and culture as assets* for respondents from schools with different EB program types. Table 6.7 shows that there were statistically significant differences in the mean responses for the Likert-scale items the focused on *language and culture as assets* for respondents from schools with different EB program types in the NYC DOE. As indicated by Cohen (1992), the number of respondents to my survey would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992).

Table 6.7

ANOVA Language and Culture as Assets Likert-scale Score by Emergent Bilingual Program Type

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.153	3	1.051	5.793	.001
Within Groups	12.520	69	.181		
Total	15.674	72			

Percentage of Emergent Bilingual Students

To test my third null hypothesis: There is no difference in mean responses about *language and culture as assets* for EB students between schools with different *percentages of EB students*, I ran a one-way ANOVA to determine if the level of agreement regarding *language and culture as assets* was different for respondents from schools with different *percentages of EB students*.

I classified respondents into three groups: respondents from schools with between 1% and 20% EB student population (n = 35), respondents from schools with between 21% and 40% EB student population (n = 29), and respondents from schools with between 41% and 100% EB student population (n = 10). As explained previously, although the survey requested that respondents choose from five options, I decided to group all respondents who indicated that their schools had an EB student population between 41% and 100% together. The distribution of the target population was more heavily concentrated between 1% and 20% with only 5.9% of the target population having between 41% and 100%, which resulted in a similar distribution in the respondent population.

I found one outlier in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Language and culture as assets* responses were normally distributed for the respondents from schools with between 1% and 20% EB student population (p = .103), as well as respondents from schools with between 41% and 100% (p = .516), as assessed by Shapiro-Wilk's test. *Language and culture as assets* responses were not normally distributed for the respondents from schools with between 21% and 40% EB student population (p = .005), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .076). Level of agreement on items related to *language and culture as assets* from lowest to highest was as follows: respondents from schools with between 1% and 20% EB student population (n = 35, M = 3.32, SD = 0.5), to respondents from schools with between 21% and 40% EB student population (n = 28, M = 3.46, SD = 0.5), to respondents from schools with between 41% and 100% EB student population (n = 10, M = 3.65, SD = 0.3).

There were no statistically significant differences in levels of agreement on items related to *language and culture as assets* between respondents from schools with different percentages of EB students, $F(2, 70) = 1.875$, p = .161. The groups means were not statistically different (p = .161) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 6.3.

Figure 6.3

Bar Graph Representation of Language and Culture as Assets Item Mean of Likert-scale Scores by Percentage of Emergent Bilingual Students

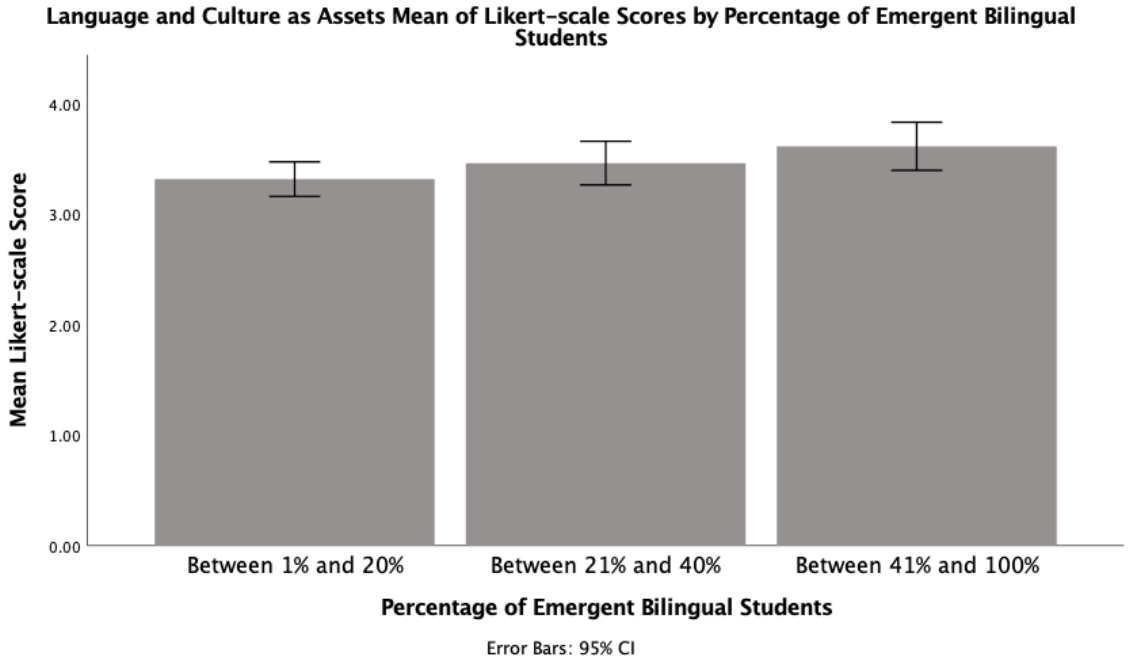


Table 6.8 is an ANOVA table which captures the results of the analysis of variance on the items related to *language and culture as assets* for respondents from schools with different percentages of EB students. Table 6.8 shows that there were no statistically significant differences in the mean responses for the Likert-scale items the focused on *language and culture as assets* for respondents from schools with different percentages of EB student population composition in the NYC DOE.

Table 6.8

ANOVA Language and Culture as Assets Likert-scale Score by Percentage of Emergent Bilingual Students

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.797	2	.398	1.875	.161
Within Groups	14.877	70	.213		
Total	15.674	72			

Number of Emergent Bilinguals

To test my fourth null hypothesis: There is no difference in mean responses about *language and culture as assets* for EB students between schools with different *numbers of EB students*, I ran a one-way ANOVA to determine if the level of agreement regarding *language and culture as assets* was different for respondents from schools with different *numbers of EB students*.

As in the analysis completed for *equity, access, and inclusivity*, I classified respondents into five groups: respondents from schools with between 0 and 29 EB student population (n = 5), respondents from schools with between 30 and 49 EB student population (n = 16), respondents from schools with between 50 and 99 EB student population (n = 24), respondents from schools with between 100 and 199 EB student population (n = 16), and respondents from schools with 200 or greater EB student population (n = 12). Although the survey requested that respondents choose from eight options, I decided to create five groups for this analysis. I grouped all respondents who indicated that their schools had an EB student population between 200 to 1,100, as well as those who responded *other* together to form the fifth group. The distribution of the target population was more heavily concentrated between respondents from school with

an EB student population between 0 and 199; only 14.8% of the target population had an EB student population between 200 and 1, 100. This resulted in a similar distribution in the respondent population.

I found one outlier in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Language and culture as assets* responses were normally distributed for the respondents from schools with between 0 and 29 EB students (p = .257), respondents from schools with between 50 and 99 EB students (p = .410), respondents from schools with between 100 and 199 EB students (p = .112), and respondents from schools with 200 or greater EB students (p = .202) as assessed by Shapiro-Wilk's test. *Language and culture as assets* responses were not normally distributed for the respondents from schools with between 30 and 49 EB students (p = .035), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .430). Level of agreement on items related to *language and culture as assets* from lowest to highest was as follows: respondents from schools with between 0 and 29 EB students (n = 5, M = 3.07, SD = 0.4), to respondents from schools with between 50 and 99 EB students (n = 24, M = 3.28, SD = 0.5), to respondents from schools with between 100 and 199 EB students (n = 16, M = 3.43, SD = 0.5), to respondents from schools with 200 or greater EB students (n = 12, M = 3.54, SD = 0.4), to respondents from schools with between 30 and 49 EB students (n = 16, M = 3.60, SD = 0.4).

There were no statistically significant differences in levels of agreement on items related to *language and culture as assets* between respondents from schools with differing numbers of EB students, $F(4, 68) = 2.188$, $p = .080$. The groups means were not

statistically different (p = .080) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 6.4.

Figure 6.4

Bar Graph Representation of Language and Culture as Assets Item Mean of Likert-scale Scores by Number of Emergent Bilingual Students

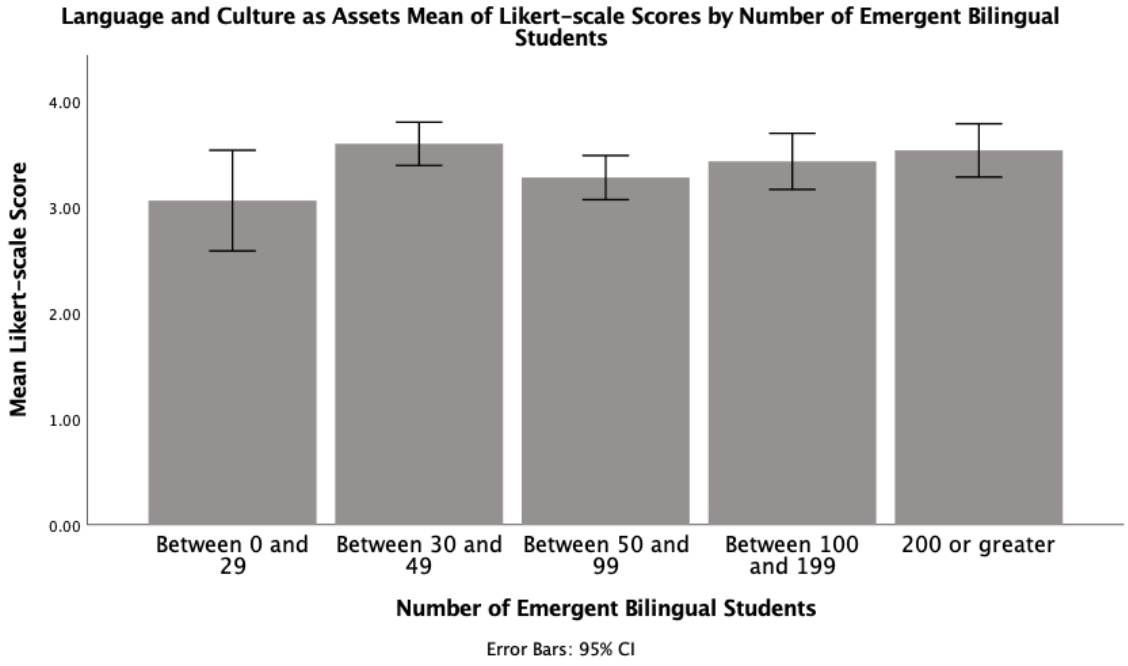


Table 6.9 is an ANOVA table which captures the results of the analysis of variance on the items related to *language and culture as assets* for respondents from schools with different numbers of EB students. Table 6.9 shows that there were no statistically significant differences in the mean responses for the Likert-scale items that focused on *language and culture as assets* for respondents from schools with different numbers of EB students in the NYC DOE.

Table 6.9

ANOVA Language and Culture as Assets Likert-scale Score by Number of Emergent Bilingual Students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.787	4	.447	2.188	.080
Within Groups	13.886	68	.204		
Total	15.674	72			

Discussion

Respondents were 74 NYC DOE school principals who were asked to reflect on the current state of their school communities through an online survey. This section of the survey focused on the *language and culture as assets* in their school communities. As discussed in Chapter II, scholars maintain that school leaders and environments in which linguistic and cultural diversity are viewed as assets will lead to successful learning environments for EB students (August & Hakuta, 1997; Durán & Palmer, 2014; García, 2014; Hakuta, 2011; Hornberger & Link, 2011; Onyakwuluje, 2000; Theoharis & O'Toole, 2011).

Overall there was a high level of agreement across the six items included in the *language and culture as assets* component of my survey. Over 90% of the respondents "strongly agreed" or "somewhat agreed" to four out of the six Likert-scale items in this section. However there were two items that were outliers for which less than 80% of respondents "strongly agreed" or "somewhat agreed." 77% of respondents strongly or somewhat agreed that they had *a strong language support pathway for EB students*

whose home language is low incidence, meaning they do not have enough students who speak the same language to form a bilingual education program; and 67% strongly or somewhat agreed that their schools used *home language assessment to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.*

The open-ended responses items once again provided respondents with the opportunity to freely address the question without constraints (Dillman et al., 2014). While over 90% of respondents strongly or somewhat agreed to the Likert-scale items focused on a *safe and inclusive environment that recognizes and respects the cultures and languages of all students*, the most frequently mentioned challenge in the open-ended responses noted by respondents was *mindset*; a theme that emerged was that a *deficit mindset about language and culture is a challenge*. The second most mentioned challenge in the open-ended responses, *language needs*, aligned with the lower level of agreement on the Likert-scale items that focused on home language support. The theme that emerged was that *diversity of languages is a challenge to support.*

Two of the most mentioned supports or structures identified by respondents, *professional development* and *language supports*, complemented two of the most noted challenges, *professional development* and *language needs*. It may be the case that respondents believe that *professional development* could combat the third most noted challenge of *mindset*, however, none of the recommended supports or structures explicitly addressed how *mindset* may be combatted. *Funding* was the second most mentioned structure and support. Although *home language assessment to inform instruction and demonstrate growth in bilingual education programs in which the home*

language is being used was the item that received the lowest level of agreement within the Likert-scale items in this section, it was not mentioned as one of the top areas of challenge. Since 60.8% of respondents were from schools with only ENL programs, it may be the case that the low level of agreement on this item was based on the fact that most respondents were not from schools with any bilingual education program. The item was specific to schools with bilingual programs.

My analysis of the open-ended responses which collected information from respondents on both challenges they face and structures and supports they need for *language and culture as assets* in their schools provided several notable findings. Over 70% of the respondents who noted that *mindset, language needs, professional development, teaching,* and *funding* were challenges were from schools with only ENL as the EB program type serving EB students. Similarly, over 70% of respondents who noted that *professional development* and *language supports* would be helpful supports and structures in assisting them in meeting their challenges were always from schools with only ENL as the EB program type.

The statistical analyses that I conducted for four different school factors (i.e. school level, emergent bilingual program type, percentage of EB students, and number of EB students) showed a statistically significant difference for schools with different EB program types. There was a statistically significant difference between the responses from respondents from schools with ENL programs and respondents from schools with ENL, TBE and DL programs. I found no statistically significant differences in the mean responses for school level, percentage of EB students, and number of EB students.

However, the data show that the level of agreement on the items about *language and culture as assets* increased as the percentage of EB students at a school increased.

Conclusions

The 73 NYC DOE school principals who responded to this section of my survey had an overall high level of agreement on Likert-scale items focused on *language and culture as assets* as related to their reflections of their individual school communities. Once they were provided with an opportunity to openly respond to the challenges they face with *language and culture as assets* for EB students, the respondents had the opportunity to state the specific barriers to meeting this need. Most frequently, the challenges they identified were in the area of *mindset*. They also provided suggestions for structures and supports which would assist them in meeting the challenges. For example, the respondents mentioned *language supports* in order to address the challenges within *language needs*. One out of the four analyses of variances was statistically significant, namely, EB program type.

Chapter Summary

In this chapter, I answered both parts of RQ2: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *language and culture being utilized as assets* as being present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

More specifically, I answered the first part through both a descriptive analysis (Loeb et al., 2017) for the Likert-scale items for all 74 respondents of my survey and an analysis of my open-ended data through coding, categorizing, and finding themes across all responses (Corbin & Strauss, 2015). In addition, I analyzed my open-ended responses by the four different school factors for the respondents (i.e. school level, EB program type, percentage of EB students, and number of EB students). I answered the second part of the question by conducting an analysis of variance (ANOVA) for four different school factors for the respondents (Laerd Statistics, 2015). Finally, I discussed the overall findings on *language and culture as assets* based on data analysis. In Chapter VII, I address my third research question which focuses on the *professional development* component of my study.

Chapter VII

DATA ANALYSIS: PROFESSIONAL DEVELOPMENT

Overview of Chapter

In this chapter, I focus on answering my third research question through my analysis of data I gathered in my survey. The third research question focuses on the presence of *professional development* in schools as it pertains to the education of EB students. Research Question 3 was: To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *professional development opportunities relevant to improving the education of EB students* are being provided in their school? To what extent is there evidence of a difference in mean responses about *professional development* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

I begin with a holistic description of these data, which includes both Likert-scale items and open-ended response items, as it pertains to all 74 principals who responded to my survey in order to answer the first part of my research question. Then, I follow by disaggregating the Likert-scale item data by the four school factors collected through my survey, namely, school level, type of EB instructional program, percentage of EB student composition, and number of EB students, in order to answer the second part of my third research question. I follow the data analysis with a discussion of my findings. Finally, I provide conclusions for my data on *professional development* collected through my survey of NYC DOE school principals.

Data Analysis

Two sections of my survey completed by 74 NYC DOE school principals focused on the respondents' view of providing *professional development* (Appendix A). The first section consisted of Likert-scale items and the second consisted of open-ended responses. I begin my discussion with a descriptive analysis of the Likert-scale items focused on how respondents viewed the provision of *professional development* in their schools. I continue to answer the first part of Research Question 3 (RQ3, hereafter) through an analysis of the open-ended items focused on how respondents viewed the provision of *professional development*. Next, I answer the second part of RQ3 through a series of statistical tests on the *professional development* Likert-scale items for each of the four school factors (i.e. school level, EB program type, percentage of EB students, and number of EB students).

Likert-scale Item Analysis

In order to begin to answer the first part of RQ3, I analyzed the data from all 74 school principals who answered the Likert scale items focused on *professional development*. I wanted to be able to understand how these NYC DOE school principals view the various factors associated with *professional development* that are present in the education of EB students in their school.

Professional Development Items

The first part of the *professional development* section was composed of Likert-scale items. Using a Likert scale with five response choices (0 = *strongly disagree* to 4 = *strongly agree*), these items asked that school principals reflect on the experiences of

EB students in their schools with a focus on *professional development*. Seventy-three of 74 school principals responded to all of the six items in this section. I include statistics and frequency tables calculated using SPSS 27 for each of the six items in this section in Appendix Q. Additionally, Table 7.1 includes the frequencies and percent of responses on the Likert scale for each of the six items.

Table 7.1

Number and Percentage of Respondents Agreeing or Disagreeing with Professional Development

Survey Item	**0 = *strongly disagree***	***1* = *somewhat disagree***	***2* = *neither agree nor disagree***	***3* = *somewhat agree***	**4 = *strongly agree***
School leaders, including myself as the school principal, supervisors, and instructional coaches, are trained in meeting the needs of ELL students in order to cultivate a school culture of high expectations.	0 (0%)	5 (6.8%)	3 (4.1%)	33 (45.2%)	32 (43.8%)
School leaders, including myself as the school principal, supervisors, and instructional coaches, offer high quality supports to educators of ELLs to improve their instructional practice.	0 (0%)	3 (4.1%)	3 (4.1%)	31 (42.5%)	36 (49.3%)
School leaders, including myself as the school principal, supervisors, and instructional coaches, offer high quality feedback to educators of ELLs to improve their instructional practice.	0 (0%)	3 (4.1%)	1 (1.4%)	29 (39.7%)	40 (54.8%)

Table 7.1 (continued)

Survey Item	**0** = ***strongly disagree***	***1*** = ***somewhat disagree***	***2*** = ***neither agree nor disagree***	***3*** = ***somewhat agree***	**4** = ***strongly agree***
School leaders, including myself as the school principal, supervisors, and instructional coaches, create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons for ELLs.	0 (0%)	3 (4.1%)	3 (4.1%)	27 (37.0%)	40 (54.8%)
In my school, Bilingual, English as a New Language (ENL), and other content-area teachers collaborate purposefully and consistently to promote academic achievement in all content areas for ELLs.	0 (0%)	5 (6.8%)	7 (9.6%)	21 (28.8%)	40 (54.8%)
School leaders, including myself as the school principal, supervisors, and instructional coaches, provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELL students, including home and new language development.	0 (0%)	3 (4.1%)	8 (11.0%)	32 (43.8%)	30 (41.1%)

Note. The number of responses for these items was 73.

As shown in Table 7.1, overall, the opinions expressed were positive; over 80% of respondents strongly or somewhat agreed to all six items in this section. The highest level of agreement was on the items regarding school leaders, including the respondent as the

school principal, supervisors, and instructional coaches, *offering high quality feedback to educators of EB students to improve their instructional practice* as 94.5% of respondents strongly or somewhat agreed that this is provided in their school.

The next highest levels of agreement were on the items regarding school leaders, including the respondent as the school principal, supervisors, and instructional coaches, *offering high quality supports to educators of EB students to improve their instructional practice*, as well as, *creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lesson for EB students* as 91.8% of respondents strongly or somewhat agreed that these are both provided in their school. The lowest level of agreement (83.6%) was for the item *in my school, Bilingual, ENL, and other content area teachers collaborate purposefully and consistently to promote academic achievement in all content areas for EB students*.

Open-ended Item Analysis

In order to continue to answer the first part of RQ3, I analyzed the data collected for all school principals for the open-ended items focused on *professional development*. I wanted to understand how NYC DOE school principals view the various factors associated with *professional development* are present in the education of EB students in their school. In this section, I provide the codes that emerged for each of the two open-ended questions in this section. Just as I did in other chapters, I also include what I refer to as *notable* findings from analyzing the coded data by the four school factors (school level, emergent bilingual (EB) program type, percentage of EB students, and number of EB students) that I collected from each respondent.

As in Chapter V and Chapter VI, I define *notable* findings as ones in which 70% or more of the respondents with a particular school factor category accounted for the responses within that code. I used the following rationale when deciding to use the threshold of 70%: since a threshold of 50% or lower would not be reflective of a majority, and it was rare to find an instance in which any response had 90% or greater of the respondents with a particular school factor category, I decided to use the midpoint between 50% and 90%, which is 70%, as the threshold for classifying a finding as notable.

Challenges

The first open-ended item in this section asked respondents about the greatest challenges they face in planning for and providing *professional development* specific to the education of EB students. There were five prominent codes that emerged from the data for this question; these follow: *time, competing priorities, finding specialized providers, funding,* and *differentiation*. There were an additional three codes that emerged from the data collected for this question; these follow: *teacher will, resources,* and *remote learning* specific items. Given my focus, I highlight the more prominent codes in my discussion.

A total of 66 of the 74 respondents (89.2%) provided a response to this item. In Table 7.2, I include the number and percentage of respondents who provided responses that each of the six codes, as well as, a sample of quotes from the respondents for each code. I chose to include these quotes because they were the most reflective of the type of responses within the dataset as a whole for each question. In some instances, the quote includes the response in its entirely. In other instances, in which the respondents included

multiple challenges, I include only the section of the response that I categorized as belonging to the code.

Table 7.2

Responses about Challenges with Professional Development

Code	Number and Percentage	Sample Quotes
Time	13 (19.7%)	"Not Enough time in the school day to accomplish these goals. There's too many things to cover and not enough time. These topics are often rushed and not consistent throughout the year." "Finding time for long term study given the multitude of mandates & demands." "Timing is a challenge to adequately plan and provide professional development specific for meeting the needs of ELLs."
Competing Priorities	7 (10.6%)	"We have many competing professional development needs...so it is difficult to prioritize this learning for all teachers." "Time and the amount of other mandates is a constraint." "Consistently being sidetracked by other logistical mandates."
Finding Specialized Providers	7 (10.6%)	"The challenge is finding high quality people to lead professional learning. After professional learning sessions, teachers still feel like they need a magic pill to help the entering and emerging students learning fluent English and meeting grade level benchmarks in record time." "Finding quality PD for the teachers around meeting the needs of our ENL students." "Finding quality consultants to provide such work."

Table 7.2 (continued)

Code	Number and Percentage	Sample Quotes
Funding	6 (9.1%)	"Budget, coverage for planning." "Time and money are the major challenges." "Time and money for planning and collaboration."
Differentiation	6 (9.1%)	"We need a differentiated plan for teachers. Faculty who are new to the profession or need additional support should be required to have additional PD. The 90 minutes 1x per week could then be sufficient for the more proficient staff." "Because I have a large staff it is difficult at times to provide differentiated PD." "We have a diverse group of teachers with varying levels of knowledge and training."

Note. The number of responses for these items was 66.

The top three codes for challenges that respondents mentioned most frequently were: *time, competing priorities*, and *finding specialized providers*. *Time* was mentioned by 13 of the 66 respondents (19.7%) and both *competing priorities* and *finding specialized providers* were mentioned by seven of the 66 respondents (10.6%). Both *funding* and *differentiation* was mentioned by six of the 66 respondents (9.1%).

In Table 7.3, I include the number of responses about challenges with *professional development* for each of the six codes by the four school factors. I have highlighted the individual school factors that had a concentration of 70% or greater of the responses within each code in grey. For the purpose of my study, I consider these to be notable because a majority of the respondents for the code were from a school with the same school factor. This could indicate that the specific school factor contributed to this being a challenge for respondents.

Table 7.3

Number of Responses about Challenges with Professional Development by Code and School Factor

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Time	13	Elementary = 6 Junior High-Intermediate-Middle = 2 High School = 2 K-8= 1 Secondary = 2	ENL = 10 ENL and TBE = 2 ENL, TBE, DL = 1	1% to 20% = 7 21% to 40% = 2 41% to 60% = 1 61% to 80% = 1 81% to 100% = 2	0 to 29 = 1 30 to 49 = 2 50 to 99 = 5 400 to 499 = 3 500 or greater = 2
Competing Priorities	7	Elementary = 3 Junior High-Intermediate-Middle = 1 High School = 2 K-8= 1	ENL = 4 ENL and TBE = 1 ENL and DL = 1 ENL, TBE, DL = 1	1% to 20% = 2 21% to 40% = 3 61% to 80% = 1 81% to 100% = 1	30 to 49 = 1 50 to 99 = 1 100 to 199 = 2 400 to 499 = 1 500 or greater = 2

Table 7.3 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Finding Specialized Providers	7	Elementary = 5 Junior High-Intermediate-Middle = 1 High School = 1	ENL = 4 ENL and DL = 1 ENL, TBE, DL = 2	1% to 20% = 3 21% to 40% = 2 41% to 60% = 1 81% to 100% = 1	30 to 49 = 1 50 to 99 = 3 100 to 199 = 2 300 to 399 = 1
Funding	6	Elementary = 2 Junior High-Intermediate-Middle = 3 High School = 1	ENL = 3 ENL and TBE = 1 ENL and DL = 2	1% to 20% = 1 21% to 40% = 4 41% to 60% = 1	30 to 49 = 1 50 to 99 = 2 100 to 199 = 1 200 to 299 = 1 500 or greater = 1
Differen-tiation	6	Elementary = 3 Junior High-Intermediate-Middle = 1 High School = 1 K-8= 1	ENL = 2 ENL and TBE = 1 ENL and DL = 3	1% to 20% = 2 21% to 40% = 3 81% to 100% = 1	0 to 29 = 1 30 to 49 = 1 50 to 99 = 2 300 to 399 = 1 400 to 499 = 1

Note. Notable school factors are highlighted in grey and represent greater than 70% of the total responses for the code.

Responses which noted *time* as a challenge highlighted that it was necessary to adequately plan and provide professional development. As noted in Table 7.2, one

respondent stated “not enough time in the school day to accomplish these goals. There’s too many things to cover and not enough time. These topics are often rushed and not consistent throughout the year.” Another respondent noted the challenge around “finding time for long term study given the multitude of mandates & demands.” A third respondent put forth, “timing is a challenge to adequately plan and provide professional development specific for meeting the needs of ELLs.” An important finding presented in Table 7.3 is that over 70% of the respondents who stated that *time* is a challenge were from schools with only ENL as the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to see a *time* as challenge to providing *professional development* focused on EB students.

Challenges within *competing priorities* included other mandates, as well as, other professional development needs. As included in Table 7.2, one respondent noted the “we have many competing professional development needs…so it is difficult to prioritize this learning for all teachers.” Another stated “consistently being sidetracked by other logistical mandates” as a challenge. In a similar vein, a third school principal stated, “time and the amount of other mandates is a constraint.” A theme that emerged was that *competing priorities make it a challenge to provide professional development focused on EB students* for the NYC DOE schools principals who responded to my survey.

Challenges within *finding specialized providers* included a lack of quality consultants and providers, as well as finding providers with opportunities that are relevant to working with EB students. One respondent elaborated on this point, “The challenge is finding high quality people to lead professional learning. After professional

learning sessions, teachers still feel like they need a magic pill to help the entering and emerging students learning fluent English and meeting grade level benchmarks in record time" (Table 7.2). Another school principal stated "finding quality PD for the teachers around meeting the need of our ENL students" was a challenge. A third respondent noted the challenge of "finding quality consultants to provide such work." An important finding presented in Table 7.3 is that over 70% of the respondents who stated that *finding specialized providers* is a challenge were from elementary schools. Schools principals from elementary schools who responded to my survey were more likely to see a *finding specialized providers* as challenge to providing *professional development* focused on EB students.

Challenges within *funding* included funds to pay for substitute teachers to cover classes. One school principal stated "budget, coverage for planning" (Table 7.2). *Time* was often mentioned alongside *funding*. One respondent noted "time and money are the major challenges;" while another stated "time and money for planning and collaboration" to be a challenge in this area.

Challenges in *differentiation* included meeting the diverse needs of teachers, including new teachers. One school principal explained, "We need a differentiated plan for teachers. Faculty who are new to the profession or need additional support should be required to have additional PD. The 90 minutes 1x per week could then be sufficient for the more proficient staff" (Table 7.2). Another school principal explained the challenge in this area, "because I have a large staff it is difficult at time to provide differentiated PD." A third respondent stated, "We have a diverse group of teachers with varying levels of knowledge and training."

Supports and Structures

The second open-ended item asked respondents about the supports or structures that could assist them in meeting these challenges. There were a total of three codes that emerged from the data for this question, as follows: *systems structures*, *time*, *funding*. There were an additional three codes that emerged from the data collected for this question; these follow: *human resources, resources,* and *scheduling.* Given my focus, I highlight the more prominent codes in my discussion.

A total of 59 of the 74 respondents (79.7%) provided a response to this item. It is important to note that 7 of the 59 principals stated that this was either "not applicable," they were "not sure," or simply "none" in their response to this question. The smaller response rate on this question may be an indicator that respondents were beginning to struggle with the length and the complexity of the survey (Dillman et al., 2014). As put forth by Dillman et al. (2014) length "often leads to mid-survey terminations or increased item nonresponse as people skip items" (p. 32); they further explain that "the realization by the respondent that he cannot provide accurate answers to questions increases the sense of burden further" (p. 33). In Table 7.4, I include the number and percentage of respondents who provided responses that each of the three codes, as well as a sample of quotes from the respondents for each code. I have followed the same methodology for selecting the quotes included in Table 7.4 that I followed in the previous section.

Table 7.4

Responses about Structures and Support for Professional Development

Code	Number and Percentage	Sample Quotes
Systems Structures	18 (30.5%)	"The NYCDOE needs to more meaningfully align ENL supports with the Superintendent's office which works most closely with schools." "I wish the district would partner with a high level ENL partner to provide professional development across the district." "Professional learning time through the day that is mandated."
Time	9 (15.3%)	"More time to deepen the professional development on how to develop all of the teachers with ENL Strategies." "time provided for this on a consistent basis" "time to focus on this specific element"
Funding	7 (11.9%)	"More ENL teacher funding so that ENL teachers work with fewer students so that they are able to work with them in more classes throughout the day and plan with teachers across the curriculum more regularly." "Funding to hire additional ENL teachers." "More funding to train teachers and keep class sizes down so that we could have more intentional placement of ELLs, more trained teachers, maybe keep all ELLs per grade in the same class and have the funds to place another teacher in that room."

Note. The number of responses for these items was 59.

The top three codes for supports and structures were in the areas of *systems structures*, *time*, and *funding. Systems structures* were mentioned by 18 of the 59 respondents (30.5%), *time* was mentioned by nine of the 59 respondents (15.3%), and *funding* was mentioned by seven of the 59 respondents (11.9%).

In Table 7.5, I include the number of responses about supports and structures that would help them with *professional development* for each of the three codes by the four school factors. I have highlighted the individual school factors that had a concentration of 70% or greater of the responses within each code in grey, following the same methodology as in the previous section.

Table 7.5

Number of Responses about Supports and Structures for Professional Development as Assets by Code and School Factor

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Systems Structures	18	Early Childhood = 1 Elementary = 9 Junior High-Intermediate-Middle = 3 High School = 3 K-8= 1 Secondary = 1	ENL = 11 ENL and TBE = 1 ENL and DL = 5 ENL, TBE, DL = 1	1% to 20% = 10 21% to 40% = 4 41% to 60% = 2 61% to 80% = 1 81% to 100% = 1	0 to 29 = 2 30 to 49 = 3 50 to 99 = 5 100 to 199 = 4 200 to 299 = 2 400 to 499 = 2
Time	9	Elementary = 6 High School = 1 Secondary = 2	ENL = 8 ENL and DL = 1	1% to 20% = 6 21% to 40% = 2 41% to 60% = 1	0 to 29 = 1 30 to 49 = 2 50 to 99 = 4 400 to 499 = 1 500 or greater = 1

Table 7.5 (continued)

		Number of Responses by School Factor			
Code	**Total Responses**	**School level**	**EB program type**	**Percentage of EB students**	**Number of EB students**
Funding	7	Elementary = 4 Junior High-Intermediate-Middle = 1 High School = 1 Secondary = 1	ENL = 5 ENL and DL = 2	1% to 20% = 4 21% to 40% = 3	0 to 29 = 1 30 to 49 = 1 50 to 99 = 3 100 to 199 = 1 500 or greater = 1

Note. Notable school factors are highlighted in grey and represent greater than 70% of the total responses for the code.

Respondents' recommended supports and structures within the area of *systems structures* included mandated time for professional learning. An example included "professional learning time through the day that is mandated" (Table 7.4). A theme that emerged was that *mandated time for professional development* is a support that would help respondents in meeting their needs in this area. Additional recommendations for *systems structures* included professional development to be planned and delivered at the district and central level. One respondent elaborated, "The NYCDOE needs to more meaningfully align ENL supports with the Superintendent's office which works most closely with schools." Another school principal stated, "I wish the district would partner with a high level ENL partner to provide professional development across the district." Another theme that emerged from the data in this area was that *district or Centralized professional development and support* is a structure that would help respondents in meeting their needs in this area.

Time was the second most mentioned support or structure that respondents named as something that would help them in meeting the challenge of providing *professional development* focused on EB students. One respondent elaborated that they needed "more time to deepen the professional development on how to develop all of the teachers with ENL strategies" (Table 7.4). Another respondent stated, "time provided for this on a consistent basis;" and a third respondent explained they need "time to focus on this specific element." An important finding presented in Table 7.5 is that over 70% of the respondents who recommended *time* as a structure that would support them were from schools with only ENL as a the EB program type serving EB students. Schools principals from schools with ENL-only programs who responded to my survey were more likely to recommend *time* as a structure that would support them. This could mean that they prioritize other facets of professional development in the time that they have currently.

Finally, the third most noted support or structure mentioned by respondents in this area was *funding*. One respondent elaborated "More ENL teacher funding so that ENL teachers work with fewer students so that they are able to work with them in more classes throughout the day and plan with teachers across the curriculum more regularly" (Table 7.4). Another school principal stated, "funding to hire additional ENL teachers." A third explained, "More funding to train teachers and keep class sizes down so that we could have more intentional placement of ELLs, more trained teachers, maybe keep all ELLs per grade in the same class and have the funds to place another teacher in that room." A theme that emerged in this area was that *additional funding would allow school principals to expand opportunities for EB students by increasing the teachers dedicated to them*.

An important finding presented in Table 7.5 is that over 70% of the respondents who recommended *funding* as a structure that would support them were from schools with only ENL as a the EB program type serving EB students. Based on the NYC DOE Fair Student Funding formula, schools receive a lower weight per EB student if they are serving them in an ENL-only program as compared to a bilingual education program. School principals from schools with an ENL-only program who responded to my survey were more likely to state that *funding* is a challenge than principals from schools with a bilingual education program of any type.

Likert-scale Analysis by School Factors

To answer the second part of RQ3, I analyzed the data collected from all school principals for the Likert-scale items focused on the *professional development* based on four different school factors. I chose the following four school factors: school level, emergent bilingual (EB) program type, percentage of EB students, and number of EB students, because they each factor into the school funding formula for EB students in the NYC DOE as I discussed previously. I wanted to be able to understand: To what extent is there evidence of a difference in mean responses about *professional development* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students? In order to answer my inquiry, I concentrated on the following four questions:

1) To what extent is there evidence of a difference in mean responses about *professional development* for EB students between *school levels*?

2) To what extent is there evidence of a difference in mean responses about *professional development* for EB students between schools with distinct EB *program types*?
3) To what extent is there evidence of a difference in mean responses about *professional development* for EB students between schools with different *percentages of EB students*?
4) To what extent is there evidence of a difference in mean responses about *professional development* for EB students between schools with *different numbers of EB students*?

The null hypotheses I developed for the four questions are as follows:

1) There is no difference in mean responses about *professional development* for EB students between *school levels*.
2) There is no difference in mean responses about *professional development* for EB students between schools with distinct *EB program types*.
3) There is no difference in mean responses about *professional development* for EB students between schools with different *percentages of EB students*.
4) There is no difference in mean responses about *professional development* for EB students between schools with different *numbers of EB students*.

In the next four sections, I explain my findings for each test of these null hypotheses. I continue to use the Likert scale (0 = *strongly disagree* to 4 = *strongly agree*) for item means throughout this section.

School Levels

To test my first null hypothesis: There is no difference in mean responses about professional development for EB students between school levels, I ran a one-way ANOVA to determine if the level of agreement regarding professional development was different for respondents from different school levels. I classified respondents into five groups: elementary school (including early childhood) (n = 35), junior high-intermediate-middle school (n = 16), high school (n = 11), K-8 (n = 5), and other (including K-12, secondary) (n = 6).

I found one outlier in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Professional development* responses were normally distributed for the respondents from junior high-intermediate-middle schools (p = .105), high schools (p = .189), K-8 schools (p = .109), and other (including K-12, secondary) schools (p = .331), as assessed by Shapiro-Wilk's test. *Professional development* responses were not normally distributed for the respondents from elementary (including early childhood) (p = .003), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .084). Respondents' level of agreement, from lowest to highest, on items related to the provision of *professional development* are as follows: respondents from high schools (n = 11, M = 3.12, SD = 0.8), respondents from elementary schools (including early childhood) (n = 35, M = 3.32, SD = 0.6), K-8 schools (n = 5, M = 3.37, SD = 0.9), respondents from junior high-intermediate-middle (n = 16, M = 3.45, SD = 0.5), respondents from other schools (including K-12, secondary) (n = 6, M = 3.53, SD = 0.4).

There were no statistically significant differences in levels of agreement on items related to *professional development* between respondents from schools with different school levels, $F(4, 68) = .581$, $p = .677$. The group means were not statistically different ($p = .677$) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 7.1.

Figure 7.1

Bar Graph Representation of Professional Development Item Mean of Likert-scale Scores by School Level

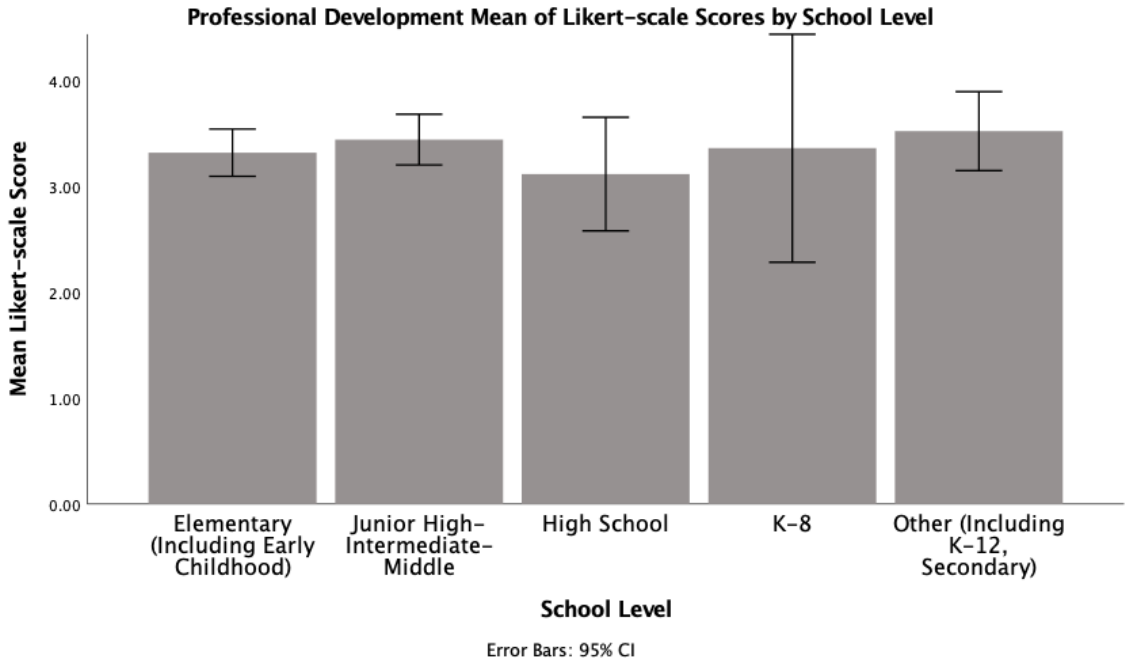


Table 7.6 is an ANOVA table which captures the results of the analysis of variance on the items related to *professional development* for respondents from different school levels. Table 7.6 shows that there were no statistically significant differences in the mean responses for the Likert-scale items the focused on *professional development* for respondents from distinct school levels in the NYC DOE.

Table 7.6

ANOVA Professional Development Likert-scale Score by School Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.937	4	.234	.581	.677
Within Groups	27.421	68	.403		
Total	28.358	72			

Emergent Bilingual Program Type

In order to test my second null hypothesis: There is no difference in mean responses about *professional development* between schools with distinct *EB program types*, I ran a one-way ANOVA to determine if the level of agreement regarding *professional development* was different for respondents from schools with different *EB program types*. I classified respondents into four groups: respondents from schools with English as a New Language (ENL) programs (n = 44), respondents from schools with ENL and Dual Language (DL) programs (n = 11), respondents from schools with ENL and Transitional Bilingual Education (TBE) programs (n = 13), and respondents from schools with ENL, DL, and TBE programs (n = 5).

I found one outlier in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Professional development* responses were normally distributed for the respondents from schools with ENL and DL (p = .108) programs, as well as, from schools with ENL, TBE, and DL programs (p = .086), as assessed by Shapiro-Wilk's test. *Professional development* responses were not normally distributed for the respondents from schools with ENL programs (p = .002), as

well as schools with ENL and TBE programs (p = .035), as assessed by Shapiro-Wilk's test (p < .05). There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .091).

Level of agreement on items related to *professional development* from lower to highest was as follows: respondents from schools with ENL programs (n = 44, M = 3.24, SD = 0.6), to respondents from schools with ENL and DL programs (n = 11, M = 3.28, SD = 0.7), to respondents from schools with ENL and TBE programs (n = 13, M = 3.55, SD = 0.4) to respondents from schools with ENL, DL, and TBE programs (n = 5, M = 3.76, SD = 0.3), in that order.

There were no statistically significant differences in levels of agreement on items related to *professional development* between respondents from schools with *different EB programs types*, $F(3, 69) = 1.688$, $p = .178$. The group means were not statistically different (p = .178) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 7.2.

Figure 7.2

Bar Graph Representation of Professional Development Item Mean of Likert-scale Scores by Emergent Bilingual Program Type

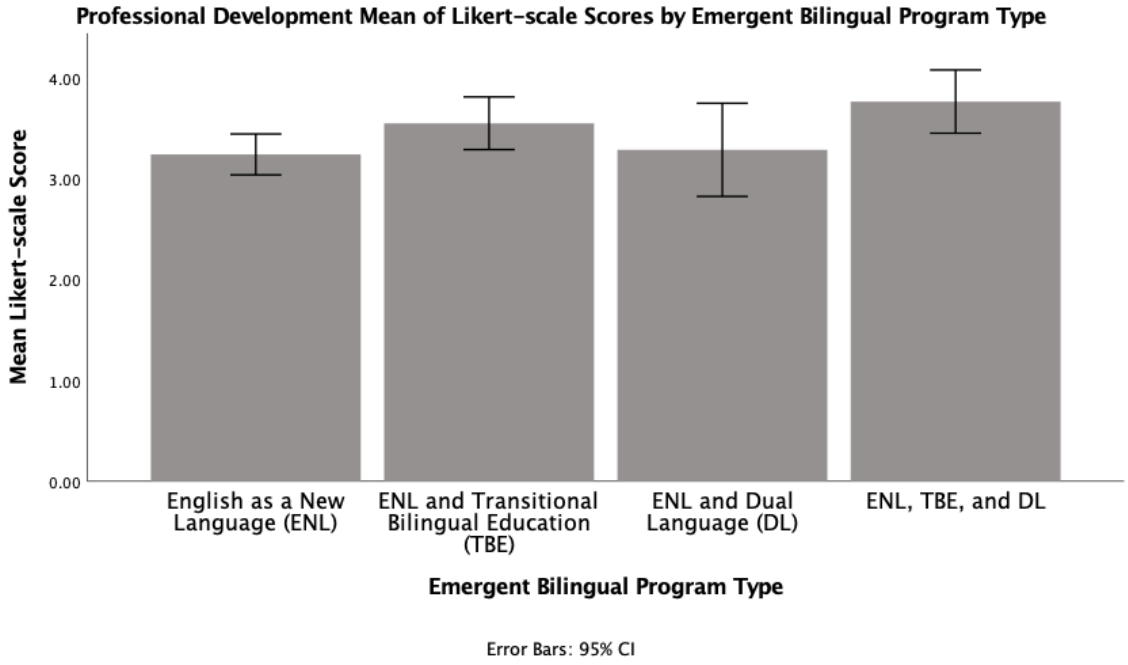


Table 7.7 is an ANOVA table which captures the results of the analysis of variance on the items related to *professional development* for respondents from schools with EB programs types. Table 7.7 shows that there were no statistically significant differences in the mean responses for the Likert-scale items the focused on *professional development* for respondents from schools with different EB program types in the NYC DOE.

Table 7.7

ANOVA Professional Development Likert-scale Score by Emergent Bilingual Program Type

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.939	3	.646	1.688	.178
Within Groups	26.418	69	.383		
Total	28.358	72			

Percentage of Emergent Bilinguals

In order to test my third null hypothesis: There is no difference in mean responses about *professional development* between schools with different *percentages of EB students*, I ran a one-way ANOVA to determine if the level of agreement regarding *professional development* was different for respondents from schools with different percentages of EB students.

I classified respondents into three groups: respondents from schools with between 1% and 20% EB student population (n = 35), respondents from schools with between 21% and 40% EB student population (n = 29), and respondents from schools with between 41% and 100% EB student population (n = 10). As explained previously, although the survey requested that respondents choose from five options, I decided to group all respondents who indicated that their schools had an EB student population between 41% and 100% together. The distribution of the target population was more heavily concentrated between 1% and 20% with only 5.9% of the target population having between 41% and 100% which resulted in a similar distribution in the respondent population.

I found two outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Professional development* responses were not normally distributed for the respondents from schools with between 1% and 20% EB student population (p = .004), respondents from schools with between 21% and 40% EB student population (p = .0), and respondents from schools with between 41% and 100% EB student population (p = .007), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .390). Level of agreement on items related to *professional development* from lowest to highest was as follows: respondents from schools with between 1% and 20% EB student population (n = 35, M = 3.25, SD = 0.7), to respondents from schools with between 21% and 40% EB student population (n = 28, M = 3.33, SD = 0.6), to respondents from schools with between 41% and 100% EB student population (n = 10, M = 3.65, SD = 0.5), in that order.

There were no statistically significant differences in levels of agreement on items related to *professional development* between respondents from schools with different percentages of EB students, $F(2, 70) = 1.550$, $p = .219$. The group means were not statistically different (p = .219) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 7.3.

Figure 7.3

Bar Graph Representation of Professional Development Item Mean of Likert-scale Scores by Percentage of Emergent Bilingual Students

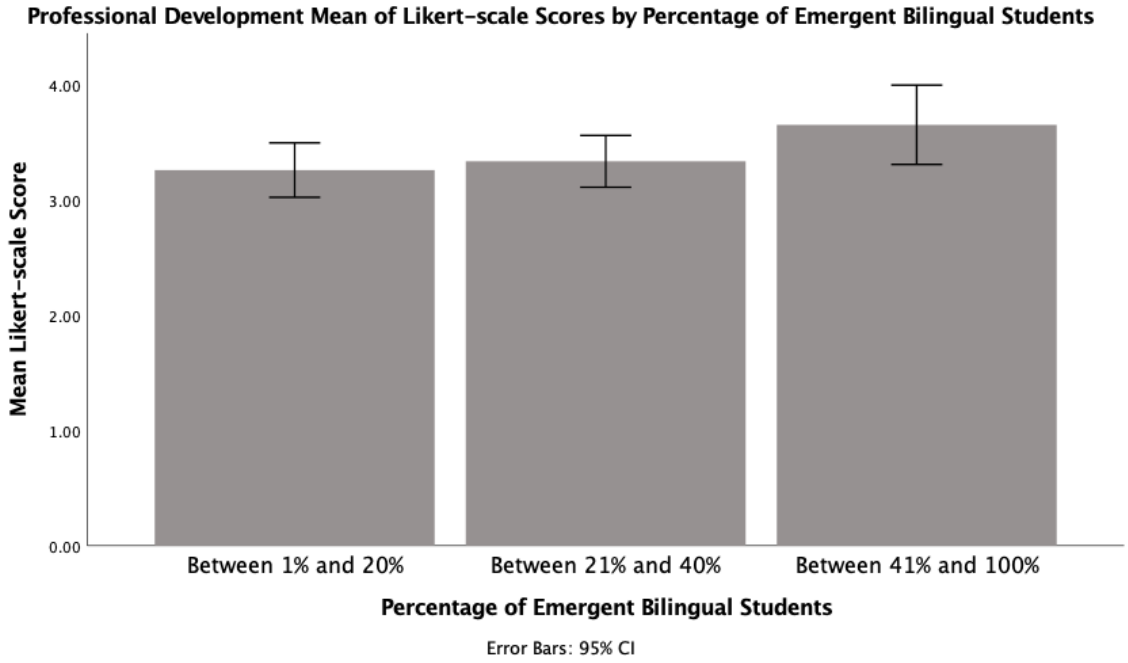


Table 7.8 is an ANOVA table which captures the results of the analysis of variance on the items related to *professional development* for respondents from schools with different percentages of EB students. Table 7.8 shows that there were no statistically significant differences in the mean responses for the Likert-scale items the focused on *professional development* for respondents from different percentages of EB student body composition in the NYC DOE.

Table 7.8

ANOVA Professional Development Likert-scale Score by Percentage of Emergent Bilingual Students

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.203	2	.601	1.550	.219
Within Groups	27.155	70	.388		
Total	28.358	72			

Number of Emergent Bilinguals

In order to test my fourth null hypothesis: There is no difference in mean responses about *professional development* for EB students between schools with different *numbers of EB students*, I ran a one-way ANOVA to determine if the level of agreement regarding *professional development* was different for respondents from schools with different *numbers of EB students*.

As in the analysis completed for the previous sections focused on the number of emergent bilingual students, I classified respondents into five groups: respondents from schools with between 0 and 29 EB student population (n = 5), respondents from schools with between 30 and 49 EB student population (n = 16), respondents from schools with between 50 and 99 EB student population (n = 24), respondents from schools with between 100 and 199 EB student population (n = 16), and respondents from schools with 200 or greater EB student population (n = 12). Although the survey requested that respondents choose from eight options, I decided to create five groups for this analysis. I

grouped all respondents who indicated that their schools had an EB student population between 200 to 1,100, as well as those who responded *other* together to form the fifth group. The distribution of the target population was more heavily concentrated in respondents who had an EB student population between 0 and 199; only 14.8% of the target population had an EB student population between 200 and 1, 100. This resulted in a similar distribution in the respondent population.

I found two outliers in the data, as assessed by inspection of a boxplot for values greater than 1.5 box-lengths from the edge of the box. *Professional development* responses were normally distributed for the respondents from schools with between 0 and 29 EB students (p = .613), as well as respondents from schools with between 30 and 49 EB students (p = .105), as assessed by Shapiro-Wilk's test. *Professional development* responses were not normally distributed for the respondents from schools with between 50 and 99 EB students (p = .017), respondents from schools with between 100 and 199 EB students (p = .002), and respondents from schools with 200 or greater EB students (p = .006), as assessed by Shapiro-Wilk's test. There was homogeneity of variances, as assessed by Levene's test for equality of variances (p = .815). Levels of agreement on items related to *professional development* from lowest to highest were as follows: respondents from schools with between 0 and 29 EB students (n = 5, M = 2.77, SD = 0.6), to respondents from schools with between 50 and 99 EB students (n = 24, M = 3.28, SD = 0.6), to respondents from schools with between 30 and 49 EB students (n = 16, M = 3.36, SD = 0.6), to respondents from schools with 200 or greater EB students (n = 12, M = 3.42, SD = 0.7), to respondents from schools with between 100 and 199 EB students (n = 16, M = 3.53, SD = 0.6).

There were no statistically significant differences in levels of agreement on items related to *professional development* between respondents from schools with differing *numbers of EB students*, $F(4, 68) = 1.573$, $p = .191$. The group means were not statistically different (p = .191) and, therefore, I cannot reject the null hypothesis. The one-way ANOVA is shown graphically in Figure 7.4.

Figure 7.4

Bar Graph Representation of Professional Development Item Mean of Likert-scale Scores by Number of Emergent Bilingual Students

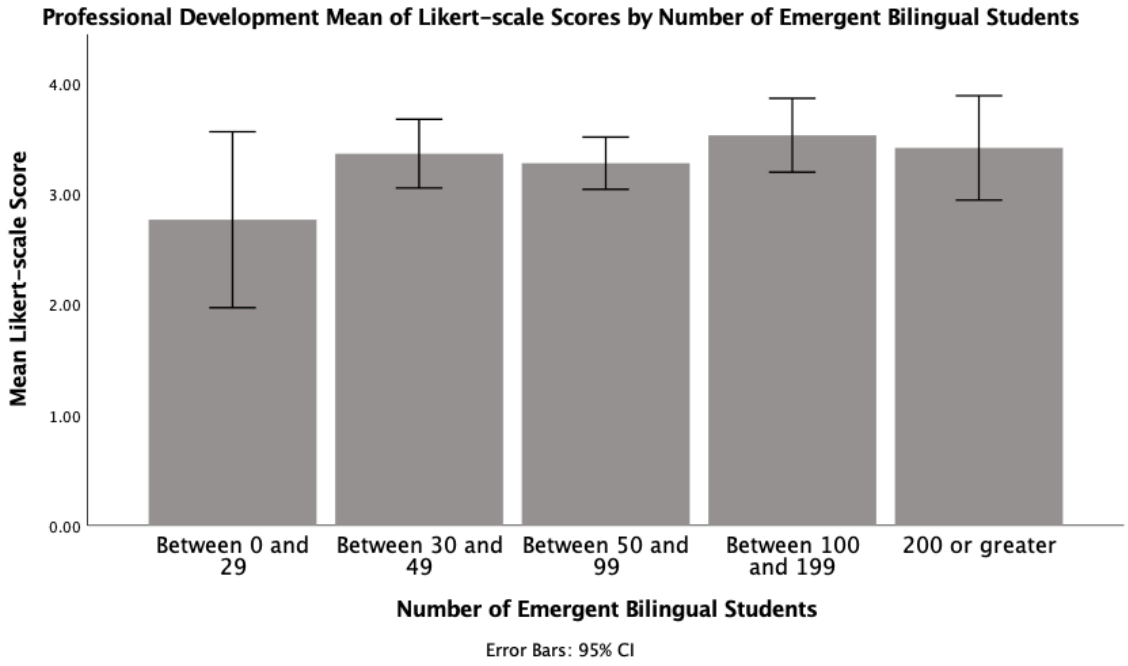


Table 7.9 is an ANOVA table which captures the results of the analysis of variance on the items related to *professional development* for respondents from schools with different numbers of EB students. Table 7.9 shows that there were no statistically significant differences in the mean responses for the Likert-scale items the focused on

professional development for respondents from schools with different numbers of EB students in the NYC DOE.

Table 7.9

ANOVA Professional Development Likert-scale Score by Number of Emergent Bilingual Students

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.402	4	.600	1.573	.191
Within Groups	25.956	68	.382		
Total	28.358	72			

Discussion

Respondents were 74 NYC DOE school principals who were being asked to reflect on the current state of their school communities through an online survey. This section of the survey focused on *professional development*. As discussed in Chapter II, scholars maintain that offering professional development specific to EB student education is an effective practice towards improving EB student education (Carhill-Poza, 2019; Theoharis & O'Toole, 2011).

Overall there was a high level of agreement across the six Likert-scale items included in the *professional development* component of my survey. Over 80% of the respondents "strongly agreed" or "somewhat agreed" to all six of the items in this section. The item with the lowest level of agreement (83.6%) was in the area of *Bilingual, ENL, and other content-area teachers collaborating purposefully and consistently to promote academic achievement in all content areas for EB students*. In comparison to the Likert-scale responses, which demonstrated an overall high level of agreement with the

statements associated with *professional development* focused on EB student education, the data collected from the open-ended responses provided more insight into the challenges that respondents face in addressing this area. The latter, which sought to capture the respondents' challenges and recommended structures and supports for meeting these challenges, often included in-depth details that would not been possible to learn with only the Likert-scale items.

The respondents' most mentioned challenges in the areas of *professional development* for the education EB students were *time*, *competing priorities*, and *specialized providers.* While respondents overall communicated that they are meeting the various areas under *professional development* included in the Likert-scale items, their responses to the open-ended survey questions indicate that they would be able to improve in this area if these challenges were met. For example, a theme that emerged was that *competing priorities make it a challenge to provide professional development focused on EB students* for the NYC DOE schools principals who responded to my survey.

The supports and structures that respondents included as recommendations for meeting these challenges included improvements or changes to the current *systems structures* in place to support them. Two themes emerged: 1) *mandated time for professional development* is a support that would help respondents in meeting their needs in this area; and 2) *district or centralized professional development and support* is a structure that would help respondents in meeting their needs in this area. Another support that respondents recommended was *funding*. A theme that emerged from the data was that *additional funding would allow school principals to expand opportunities for EB students by increasing the teachers dedicated to them.*

My analysis of the open-ended responses which collected information from respondents on both challenges they face and structures and supports they need for *professional development* in their schools provided several important findings. Over 70% of the respondents who noted that *finding specialized providers* was a challenge were from elementary schools; and over 70% of the respondents who stated that *time* is a challenge were from schools with only ENL as the EB program type serving EB students. Over 70% of participants who noted that *time* and *funding* would be helpful supports and structures in assisting them in meeting their challenges were from schools with only ENL as the EB program type.

I found no statistically significant differences for any of the school factors throughout my Likert-scale item analysis. However, the data show that the level of agreement on the items about *professional development* increased as the percentage of EB students at a school increased. Additionally, the data also indicate that respondents from schools with ENL programs only had a lower level of agreement than schools with any type of bilingual education program (TBE, DL, or both).

Conclusions

The 73 NYC DOE school principals who responded to this section of my survey had an overall high level of agreement on Likert-scale items focused on *professional development* as related to their reflections. Once they were provided an opportunity to openly respond about the challenges they face with *professional development* for EB student education, the respondents stated more specific barriers. Most frequently, the challenge they mentioned was *time*. They also provided suggestions for structures and

supports which would assist them in meeting the challenges. For example, *systems structures* in order to address the challenges within *time* and *finding specialized providers*. I discovered that all four analyses of variances on the mean Likert-scale items by school factors were not found to be statistically significant in the area of *professional development*.

Chapter Summary

In this chapter, I answered both parts of RQ3. The first part focused on learning about the perspectives of NYC DOE school principals of schools serving 30 or more EB students about *professional development opportunities relevant to improving the education of EB students* in their schools. RQ3 also centered on understanding to what extent there is evidence of a difference in mean responses about *professional development* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students.

More specifically, I answered the first part through both a descriptive analysis (Loeb et al., 2017) for the Likert-scale items for all 74 respondents of my survey and an analysis of my open-ended data through coding, categorizing, and finding themes across all responses (Corbin & Strauss, 2015). In addition, I analyzed my open-ended responses by the four different school factors for the participants (i.e. school level, EB program type, percentage of EB students, and number of EB students). I answered the second part of the question by conducting an analysis of variance (ANOVA) for four different school factors for the respondents (Laerd Statistics, 2015). Finally, I discussed the overall findings on *professional development* based on data analysis. In Chapter VIII, I provide a

summary of my overall findings for my study and share the implications of my work as well as make recommendations.

Chapter VIII

SUMMARY OF FINDINGS AND IMPLICATIONS

Overview of Chapter

In this chapter, I summarize my study findings and the implications I drew from my analyses of data (presented in Chapters V, VI, and VII). I begin by providing a review of my dissertation. Next, I discuss my findings from the various survey components. Then, I explore the implications of the findings related to EB student education policy and practice. I follow with a discussion of the limitations of my study. Finally, I conclude with recommendations for future research.

A Review of the Dissertation

In this dissertation study, I investigated the perspectives of 74 NYC DOE school principals serving in schools with 30 or more EB students regarding the presence of educational opportunities (i.e., *equity, access, and inclusivity*; *language and culture being utilized as assets*; and *professional development opportunities relevant to improving the education of EB students*) outlined in NYSED's *Blueprint for English Language Learner/Multilingual Learner Success.*

Through analyzing the data collected in a survey containing 34 Likert-scale and 8 open-ended components, I addressed three research questions:

1. To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *equity, access, and inclusivity* are present in the education of EB students in their school? To what extent is there evidence of a

difference in mean responses about *equity, access, and inclusivity* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

2. To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *language and culture being utilized as assets* as being present in the education of EB students in their school? To what extent is there evidence of a difference in mean responses about *language and culture as assets* for EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?
3. To what degree, if any, do NYC DOE school principals of schools serving 30 or more EB students view that *professional development opportunities relevant to improving the education of EB students* are being provided in their school? To what extent is there evidence of a difference in mean responses about *professional development* focused on EB students for each of the four school factors: school level, EB program type, percentage of EB students, and number of EB students?

In my study, I sought to capture the perspectives of 74 principals in the NYC DOE. I also sought to explore the trends in EB students' educational opportunities as New York State's *Blueprint for English Language Learner/Multilingual Learner Success* recommends. My findings provide valuable insight into the current state of education for EB students in the NYC DOE. As I suggested in my conceptual framework (see Chapter I), both language and funding policies influenced the 74 school principals' perspectives. My findings indicate that school principals' perspectives varied based on school factors providing implications for both policy and practice.

I focused my research on three areas based on my review of the literature: 1) *equity, access, and inclusivity*, 2) *language and culture as assets*, 3) *professional development*, and 4) *parental engagement*. I aligned these areas to my study's design and the survey that I used to collect my data through this research. My study focuses on the first three key elements included above; the fourth key element, *parental engagement*, is beyond the scope of this dissertation. While I surveyed school principals about *parental engagement*, it turned out that I did not include the analysis of data due to the length of my dissertation. Overall, I discovered five key findings, which I describe in more detail below.

Summary of Study Findings

As a result of my dissertation study, I found that, in general, the 74 principals who responded to my survey agreed that the elements put for in NYSED's *Blueprint for ELL/MLL Success* were present in their schools. These respondents typically mentioned that *funding* is both a common *challenge* and recommended *structure and support* that would assist them in improving educational opportunities for EB students. I found that responses to both the Likert-scale and open-ended questions varied based on school context. I discuss five key findings in the following sections.

Finding 1: NYC DOE School Principals Highly Agree that the Elements Put Forth in NYSED's *Blueprint For ELL/MLL Success* are Present in their Schools.

As a result of the data analysis, I found a high level of agreement that the elements put forth in NYSED's *Blueprint for ELL/MLL Success* were present in their school community at the time of the completion of the survey as captured through the

Likert-scale items of my survey. This was true for all three components analyzed in my study, 1) *equity, access, and inclusivity,* 2) *language and culture as assets,* and 3) *professional development.* I provide an overview of the Likert-scale responses for each of the three components of my study which supports *Finding 1*. A factor that may have influenced how school principals responded to the Likert-scale items is based on their position. One of the responsibilities of the school principal is to ensure that all mandates, including those for EB students, are met. The NYSED *Blueprint for ELL/MLL Success* is a guidance document developed by that state of New York to assist districts with how to meet these mandates. It is possible that school principals had a high level of agreement on these statements due to this factor.

Equity, Access, and Inclusivity

The level of agreement for the *instructional* items within the *equity, access, and inclusivity* component of my survey ranged from a maximum of 93% of participants *strongly* or *somewhat* agreeing to a minimum of 84% *strongly* or *somewhat* agreeing to individual items within this section of the survey. The level of agreement for the *assessment* items within the *equity, access, and inclusivity* component of my survey ranged from a maximum of 97% of participants *strongly* or *somewhat* agreeing to a minimum of 82% *strongly* or *somewhat* agreeing to individual items within this section of the survey. The level of agreement for the *leadership* items within the *equity, access, and inclusivity* component of my survey ranged from a maximum of 99% of participants *strongly* or *somewhat* agreeing to a minimum of 72% *strongly* or *somewhat* agreeing to individual items within this section of the survey.

Language and Culture as Assets

The level of agreement for items within the *language and culture as assets* component of my survey ranged from a maximum of 99% of participants *strongly* or *somewhat* agreeing to a minimum of 67% *strongly* or *somewhat* agreeing to individual items within this section of the survey. The data analysis from this component of my study showed the greatest range of agreement between items (i.e., 32 percentage points). This component had the item (i.e., *schools using home language assessment to inform instruction and demonstrate growth in bilingual education*) with the lowest percentage (67%) of respondents either *strongly* or *somewhat* agreeing.

Professional Development

The level of agreement for items within the *professional development* component of my survey ranged from a maximum of 95% of participants *strongly* or *somewhat* agreeing to a minimum of 84% *strongly* or *somewhat* agreeing to individual items within this section of the survey. The data analysis from this component of my study showed the smallest range of agreement between items (i.e., 11 percentage points). This is interesting because *professional development* and its accompanying *challenges* emerge in the findings from the open-ended items frequently.

Finding 2: Funding and Professional Development Are Both Challenges and Recommended Structures and Supports.

The 74 respondents of my survey also identified *funding* and *professional development* as common *challenges* and recommended *structures and supports* for providing educational opportunities to EB students. Interestingly, I found that

professional development was both a *challenge* and recommended *structure and support* for both the *equity, access, and inclusivity* and *language and culture as assets* components of my study. The *professional development* component allowed me to gain a deeper understanding of the *challenges* and recommendations for *structures and supports* for providing professional development that is specific to EB students. Based on the data from the open-ended responses of my survey's 74 respondents, I learned that competing priorities make it a challenge to provide professional development focused on EB student education. According to the survey responses, additional funding would allow principals to expand opportunities for EB students by increasing the teachers dedicated to them. In the following section, I summarize my findings from my data analysis of open-ended responses for my questions on *challenges* and *supports and structures* for all three components of my study which support *Finding 2*.

Challenges

My data analysis for the open-ended response question about *challenges* that the survey respondents cited across the three areas (i.e., *equity, access, and inclusivity*; *language and culture as assets*; *professional development*) revealed that there were common challenges to meeting each of the distinct areas. In Table 8.1, I present a compilation of the codes that emerged about *challenges* for each of the three sections of my survey and my three research questions. I highlight the codes that emerged in two or more survey sections in grey.

Table 8.1

Number and Percentage of Coded Responses about Challenges

Equity, Access, and Inclusivity		**Language and Culture as Assets**		**Professional Development**	
Resources	17 (24.6%)	Mindset	14 (21.9%)	Time	13 (19.7%)
Teaching	13 (18.8%)	Language needs	11 (17.2%)	Competing priorities	7 (10.6%)
Professional Development	13 (18.8%)	Professional development	8 (12.5%)	Finding specialized providers	7 (10.6%)
Funding	12 (17.4%)	Parental Engagement	7 (10.9%)	Funding	6 (9.1%)
Human resources	10 (14.5%)	Teaching	7 (10.9%)	Differentiation	6 (9.1%)
Scheduling	7 (10.1%)	Funding	6 (9.4%)		
Remote Learning	6 (8.7%)				
Total Responses	69		64		66

Note. Codes that emerged in two or more survey sections are highlighted in grey.

As shown in Table 8.1, I found that the 74 respondents in my study identified both *teaching* and *professional development* as *challenges* in both the *equity, access, and inclusivity* and *language and culture as assets* components of my survey. For example, 13 survey respondents indicated that providing *professional development for all teachers on working with EB students* was a *challenge* for *equity, access, and inclusivity.* A related theme that emerged was that *there is a need for professional development on cultural responsiveness focused on EB students for staff*. Since my third survey component focused on *professional development*, I was able to understand the challenges respondents experienced for their cited challenge of *professional development.* A third

related theme that emerged from the data was that *competing priorities make it a challenge to provide professional development focused on EB students.* There was one common challenge that emerged across all three components, *funding.* It is possible that school principals found that the Likert-scale items were designed to assess how they were meeting their mandated responsibilities for EB students. As leaders who are responsible for these items, it is unlikely that they would admit that they are not successfully fulfilling their job responsibilities. The open-ended questions provided them with the opportunity to more deeply explain their challenges without a scale that results in an explicit rating which could feel punitive, and this can explain the differences between the findings in the data from the Likert-scale and the open-ended items.

Supports and Structures

My data analysis for the open-ended response question about *supports and structures* that my survey respondents cited across the three components (i.e., *equity, access, and inclusivity*; *language and culture as assets*; *professional development*) revealed that there were also common structures and supports that would help them in meeting each of the distinct areas. In Table 8.2, I present a compilation of the codes that emerged about *supports and structures* for each of the three sections of my survey and my three research questions. I highlight the codes that emerged in two or more survey sections in grey.

Table 8.2

Number and Percentage of Coded Responses about Supports and Structures

Equity, Access, and Inclusivity		**Language and Culture as Assets**		**Professional Development**	
Professional Development	22 (32.4%)	Professional Development	20 (33.3%)	Systems Structures	18 (30.5%)
Funding	17 (25%)	Funding	7 (11.7%)	Time	9 (15.3%)
Human Resources	13 (19.1%)	Language Supports	7 (11.7%)	Funding	7 (11.9%)
Curricula	12 (17.6%)	School Support Structures	5 (8.3%)		
Teacher Preparation	5 (7.4%)	Parental Engagement Structures	5 (8.3%)		
Remote Learning	5 (7.4%)				
Total Responses	68		60		59

Note. Codes that emerged in two or more survey sections are highlighted in grey.

As I presented in Table 8.2, *professional development* emerged from my analysis of the data in the open-ended question about *supports and structures* in both the *equity, access, and inclusivity* and *language and culture as assets* components of my survey. Since my third survey component focused on *professional development*, I was able to understand the *structures and supports* that would assist respondents in providing *professional development* focused on meeting the needs of EB students. There were three

themes that emerged from the data on *structures and supports* for *professional development:* 1) mandated time for professional development; 2) district or Centralized professional development and support; and 3) additional funding would allow principals to expand opportunities for EB students by increasing the teachers dedicated to them. There was one common recommended *structure and support* that emerged across all three components, *funding.*

Finding 3: There Were Differences in School Principals' Responses by EB Program Type.

By conducting a statistical analysis of mean Likert-scale responses and coding open-ended responses, in both I analyzed by school factors, I found key differences between respondents from *schools with ENL programs* and schools with any type of bilingual education program (i.e., Dual Language, Transitional Bilingual Education, or both). Specifically, across all open-ended responses, respondents from *schools with ENL programs* tended to most frequently cite similar *challenges* and recommend similar *structures and supports* to address the aforementioned challenges. Respondents from *schools with ENL programs* consistently had the lowest level of agreement that the elements put forth in NYSED's *Blueprint for ELL/MLL Success* were present in their school community. I also found statistically significant differences in the mean responses for the Likert-scale items that focused on *language and culture as assets* for respondents from schools with different EB program types in the NYC DOE, more specifically between respondents from *schools with ENL programs* and respondents from *schools with ENL, DL, and TBE programs*. As discussed in Chapters V and VI, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992). In the

following section, I summarize my findings from my analysis of open-ended responses for my questions on *challenges* and *supports and structures* and statistical analyses of mean Likert-scale responses by *EB program type* for all three components of my study which support *Finding 3*.

Open-ended Item Codes by EB Program Type

By conducting data analyses of my survey's open-ended responses, I identified patterns across all three study components. In the following section, I summarize my findings from my data analysis of open-ended responses by *EB program type* for my questions on *challenges* and *supports and structures* for all three components of my study.

Challenges. For the purpose of my study, I considered individual school factors that had a concentration of 70% or greater of the responses to be notable because a majority of the respondents for the code were from a school with the same school factor. This could indicate that the specific school factor contributed to this being a challenge for respondents. Nine important findings emerged from my analysis of the data collected from my open-ended response about *challenges* across the three components of my study based on this methodology. Seven of the nine important findings of *challenges* were based on responses from school principals who lead schools with only English as New Language (ENL) as the EB program type serving EB students.

In the area of *equity, access, and inclusivity, human resources* was cited as a challenge by this group of principals who responded to my survey. In the area of *language and culture as assets*, the following five challenges were cited by this same group of principals: 1) mindset, 2) language needs, 3) professional development, 4)

teaching, and 5) funding. Finally, in the area of *professional development*, school principals who lead schools with only ENL as the EB program type serving EB students who responded to my survey cited that *time* is a challenge.

Structures and Supports. Eight important findings emerged from my analysis of the data collected from my open-ended response about *structures and supports* across the three components of my study based on the same methodology described in the previous section. Six of the eight important findings of *structures and supports* were based on responses from school principals who lead schools with only English as New Language (ENL) as the EB program type serving EB students.

In the area of *equity, access, and inclusivity, professional development* and *teacher preparation* were recommended as structures and supports by this group of principals who responded to my survey. In the area of *language and culture as assets,* the following two structures and supports were recommended by this same group of principals: 1) professional development and 2) language supports. Finally, in the area of *professional development,* school principals who lead schools with only ENL as the EB program type serving EB students who responded to my survey recommended *time* and *funding* as structures and supports that would help them.

Likert-scale Items by EB Program Type

As presented in my discussion of *Finding 3*, my statistical analysis for the mean Likert-scale responses across the three components (i.e., *equity, access, and inclusivity*; *language and culture as assets*; *professional development*) revealed that there were important patterns in the levels of agreement. In Table 8.3, I present a compilation of the mean responses of the Likert-scale data for each of the three components of my study by

emergent bilingual program type; those in the first rows of the table have a *higher level of agreement* than those in the lower rows of the table as indicated by the arrow on the left side of the table. I highlight the school factors that had a statistically significant difference between mean Likert-scale responses for a specific component of my study based on an analysis of variance (ANOVA).

Table 8.3

Summary of Likert-scale Item Mean Responses by Emergent Bilingual Program Type

	Equity, Access, and Inclusivity	**Language and Culture as Assets**	**Professional Development**
Higher level of agreement	schools with ENL, DL, and TBE programs (n = 5, M = 3.63, SD = 0.2)	schools with ENL, DL, and TBE programs (n = 5, M = 3.87, SD = 0.2)	schools with ENL, DL, and TBE programs (n = 5, M = 3.76, SD = 0.3)
	schools with ENL and TBE programs (n = 13, M = 3.45, SD = 0.4)	schools with ENL and DL programs (n = 11, M = 3.62, SD = 0.4)	schools with ENL and TBE programs (n = 13, M = 3.55, SD = 0.4)
	schools with ENL and DL programs (n = 11, M = 3.30, SD = 0.7)	schools with ENL and TBE programs (n = 13, M = 3.62, SD = 0.3)	schools with ENL and DL programs (n = 11, M = 3.28, SD = 0.7)
Lower level of agreement	schools with ENL programs (n = 45, M = 3.28, SD = 0.6)	schools with ENL programs (n = 44, M = 3.25, SD = 0.5)	schools with ENL programs (n = 44, M = 3.24, SD = 0.6)

Note. Schools factors with statistically significant differences between mean Likert-scale responses based on an analysis of variance (ANOVA) are highlighted in grey.

As presented in Table 8.3, there were statistically significant differences in the mean responses for the Likert-scale items that focused on *language and culture as assets* for respondents from schools with different EB program types in the NYC DOE, more specifically between respondents from *schools with ENL programs* and respondents from *schools with ENL, DL, and TBE programs*. As indicated by Cohen (1992), the number of respondents to my survey would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992). Additionally, respondents from *schools with ENL programs* always had a lower level of agreement on items across all three components of my study; and respondents from *schools with ENL, DL, and TBE programs* always had a greater level of agreement on items across all three components of my study.

Finding 4: There Were Differences in School Principals' Responses by Percentage of EB Students

By conducting a statistical analysis of mean Likert-scale responses and open-ended responses, both of which I analyzed by school factor, I also found key differences between respondents from *schools with an EB student population of between 1 to 20%* and schools with EB student compositions greater than 20%. Specifically, respondents from *schools with an EB student population of between 1 to 20%* tended to most frequently cite the same *challenges* and recommend the same *structures and supports* for the *language and culture as assets* component of my study. Respondents from *schools with an EB student population of between 1 to 20%* also had the lowest level of agreement that the elements put forth in NYSED's *Blueprint for ELL/MLL Success* were

present in their school community at the time of the completion of the survey as captured through the means of the Likert-scale items across all three components of my study; respondents from *schools with an EB student population of between 41 to 100%* had the highest levels of agreement. In the following section, I summarize findings from my data analysis of open-ended responses for my questions on *challenges* and *supports and structures* and statistical analyses of mean Likert-scale responses by *percentage of EB students* for all three components of my study which support *Finding 4.*

Open-ended Item Codes by Percentage of EB Students

By conducting data analyses of my survey's open-ended responses, I identified patterns across all three study components. In the following section, I summarize my findings from my data analysis of open-ended responses by *EB program type* for my questions on *challenges* and *supports and structures* for all three components of my study.

Challenges. For the purpose of my study, I considered individual school factors that had a concentration of 70% or greater of the responses to be notable because a majority of the respondents for the code were from a school with the same school factor. This could indicate that the specific school factor contributed to this being a challenge for respondents. An important finding was that all of the respondents (6 out of 6) who noted that *funding* was a challenge in the area of *language and culture as assets* were from schools with an EB student population of between 1 to 20%.

Structures and Supports. Eight important findings emerged from my analysis of the data collected from my open-ended response about *structures and supports* across the three components of my study based on the same methodology described in the

previous section. An important finding in the area of *language and culture as assets* was that (4 out of 5) who noted that *parental engagement structures* would be helpful to them were principals from schools with an EB student population of between 1 to 20%.

Likert-scale Items by Percentage of EB Students

As presented in my discussion of *Finding 4*, my statistical analysis for the mean Likert-scale responses across the three components (i.e., *equity, access, and inclusivity*; *language and culture as assets*; *professional development*) revealed that there were important patterns in the levels of agreement. In Table 8.4, I present a compilation of the mean responses of the Likert-scale data for each of the three components of my study by *percentage of emergent bilinguals*. What is important to note is that those in the first rows of Table 8.5 have a *higher level of agreement* than those in the lower rows of the table as indicated by the arrow on the left side of the table.

Table 8.4

Summary of Likert-scale Item Mean Responses by Percentage of Emergent Bilinguals

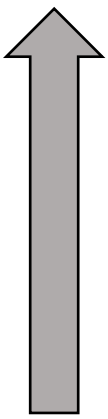
	Equity, Access, and Inclusivity	**Language and Culture as Assets**	**Professional Development**
Higher level of agreement 	schools with between 41% and 100% EB student population (n = 10, M = 3.45, SD = 0.8)	schools with between 41% and 100% EB student population (n = 10, M = 3.65, SD = 0.3)	schools with between 41% and 100% EB student population (n = 10, M = 3.65, SD = 0.5)
	schools with between 21% and 40% EB student population (n = 29, M = 3.38, SD = 0.5)	schools with between 21% and 40% EB student population (n = 28, M = 3.46, SD = 0.5)	schools with between 21% and 40% EB student population (n = 28, M = 3.33, SD = 0.6)

Table 8.4 (continued)

	Equity, Access, and Inclusivity	**Language and Culture as Assets**	**Professional Development**
Lower level of agreement	schools with between 1% and 20% EB student population (n = 35, M = 3.26, SD = 0.3)	schools with between 1% and 20% EB student population (n = 35, M = 3.32, SD = 0.5)	schools with between 1% and 20% EB student population (n = 35, M = 3.25, SD = 0.7)

As presented in Table 8.4, respondents from *schools with between 1% and 20% EB students population* always had a lower level of agreement on items across all three components of my study; and respondents from *schools with between 41% and 100% EB students population* always had a greater level of agreement on items across all three components of my study. While overall there was a high level of agreement that the elements put forth in NYSED's *Blueprint for ELL/MLL Success* were present in their school community at the time of the completion of the survey as captured through the Likert-scale items of my survey; it is important to note this pattern in the data.

Finding 5: There Were Differences in School Principals' Responses by Number of EB Students

Findings from my statistical analysis of mean Likert-scale responses, which I analyzed by school factor, revealed key differences between respondents from *schools with between 0 and 29 EB students* and schools with *more than 100 EB students*. Respondents from *schools with between 0 and 29 EB students* had the lowest level of agreement that the elements put forth in NYSED's *Blueprint for ELL/MLL Success* were present in their school community at the time of survey completion. Additionally, I found

statistically significant differences in mean responses in the area of *equity, access, and inclusivity* between respondents from *schools with between 0 and 29 EB students* and respondents from *schools with 200 or greater EB students;* and between respondents from *schools with between 0 and 29 EB students* and respondents from *schools with between 100 and 199 of EB students*. As discussed in Chapters V, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992). In the following section, I summarize my findings from my statistical analyses of mean Likert-scale responses by *number of EB students* for all three components of my study which support *Finding 5*.

Likert-scale Items by Number of EB Students

As presenting in *Finding 5*, my statistical analysis for the mean Likert-scale responses across the three components (i.e., *equity, access, and inclusivity*; *language and culture as assets*; *professional development*) revealed that there were important patterns in the levels of agreement. In Table 8.5, I present a compilation of the mean responses of the Likert-scale data for each of the three components of my study by *number of emergent bilinguals*; those in the first rows of the table have a *higher level of agreement* than those in the lower rows of the table as indicated by the arrow on the left side of the table. I highlight the school factors that had a statistically significant difference between mean Likert-scale responses for a specific component of my study based on an analysis of variance (ANOVA).

Table 8.5

Summary of Likert-scale Item Mean Responses by Number of Emergent Bilinguals

	Equity, Access, and Inclusivity	**Language and Culture as Assets**	**Professional Development**
Higher level of agreement	schools with between 100 and 199 EB students (*n* = 16, *M* = 3.54, *SD* = 0.4)	schools with between 30 and 49 EB students (*n* = 16, *M* = 3.60, *SD* = 0.4)	schools with between 100 and 199 EB students (*n* = 16, *M* = 3.53, *SD* = 0.6)
	schools with 200 or greater EB students (*n* = 12, *M* = 3.53, *SD* = 0.4)	schools with 200 or greater EB students (*n* = 12, *M* = 3.54, *SD* = 0.4)	schools with 200 or greater EB students (*n* = 12, *M* = 3.42, *SD* = 0.7
	schools with between 30 and 49 EB students (*n* = 17, *M* = 3.43, *SD* = 0.5)	schools with between 100 and 199 EB students (*n* = 16, *M* = 3.43, *SD* = 0.5)	schools with between 30 and 49 EB students (*n* = 16, *M* = 3.36, *SD* = 0.6)
	schools with between 50 and 99 EB students (*n* = 24, *M* = 3.16, *SD* = 0.6)	schools with between 50 and 99 EB students (*n* = 24, *M* = 3.28, *SD* = 0.5)	schools with between 50 and 99 EB students (*n* = 24, *M* = 3.28, *SD* = 0.6)
Lower level of agreement	schools with between 0 and 29 EB students (*n* = 5, *M* = 2.74, *SD* = 0.7)	schools with between 0 and 29 EB students (*n* = 5, *M* = 3.07, *SD* = 0.4)	schools with between 0 and 29 EB students (*n* = 5, *M* = 2.77, *SD* = 0.6)

Note. Schools factors with statistically significant differences between mean Likert-scale responses based on an analysis of variance (ANOVA) are highlighted in grey.

As presented in Table 8.5, there were statistically significant differences in the mean responses for the Likert-scale items the focused on *equity, access, and inclusivity* for respondents from schools with different numbers of EB students in the NYC DOE. More specifically, there were statistically significant differences in mean responses, between respondents from *schools with between 0 and 29 EB students* and respondents from *schools with 200 or greater EB students;* and between respondents from *schools with between 0 and 29 EB students* and respondents from *schools with between 100 and 199 or EB students*. As indicated by Cohen (1992), the number of respondents to my survey would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992). Additionally, respondents from *schools with between 0 and 29 EB students* always had a lower level of agreement on items across all three components of my study.

Limitations of the Study

My dissertation has several limitations due to the methods and the scope of the study. First, the process of administering the survey to school principals was not optimal. Dillman et al. (2014) recommended that recruitment for participation in a survey should include sending the survey link and subsequent reminders to all of the target population. The NYC DOE requested that my data collection process ensure that school principals who were not interested in participating would not receive reminders to participate in the study in order to align with their efforts to reduce spam being sent to school principals (NYC DOE IRB, personal communication, June 15, 2020). As such, I updated the data

collection plan to begin with an initial recruitment email for all of the target population to which a principal would respond "yes" in order to indicate their interest in participating in my study. In this way, only school principals interested in participating in my study received the survey link and any subsequent reminders. As a result, all of the school principals who were a part of my target population were not able to access the survey link right away. I believe that this additional layer impacted the response rate to my survey.

Second, the response rate for my study limited the scope of the study. The response rate to my survey was ultimately 6.5% of the target population, 74 of 1,131. As indicated by Cohen (1992), the number of respondents to my survey would have needed to be greater than 74 to meet the requirements for a small prior assumed effect size. Therefore, my sample size is not large enough for my analysis to have statistical power (Cohen, 1992).

Third, there was response bias based on the optional nature of the survey. School principals may have responded or not responded based on reasons that are beyond the scope of this study. A limitation which stems from the research on school principals and EB students is that there are studies that have indicated the need for further professional development in the area of the education of EB students for school principals (DeMatthews & Izquierdo, 2018; Ortiz & Fránquiz, 2019; Padron & Waxman, 2016). As such, principals who did not feel well-versed in the topic of EB students may have participated at a lower rate than principals who are more familiar with the topic. Due to this and other factors, the response rate included more principals whose schools were representative of certain school indicators and not others. Additionally, the unprecedented impact of the COVID-19 pandemic on the NYC DOE during the time of my data

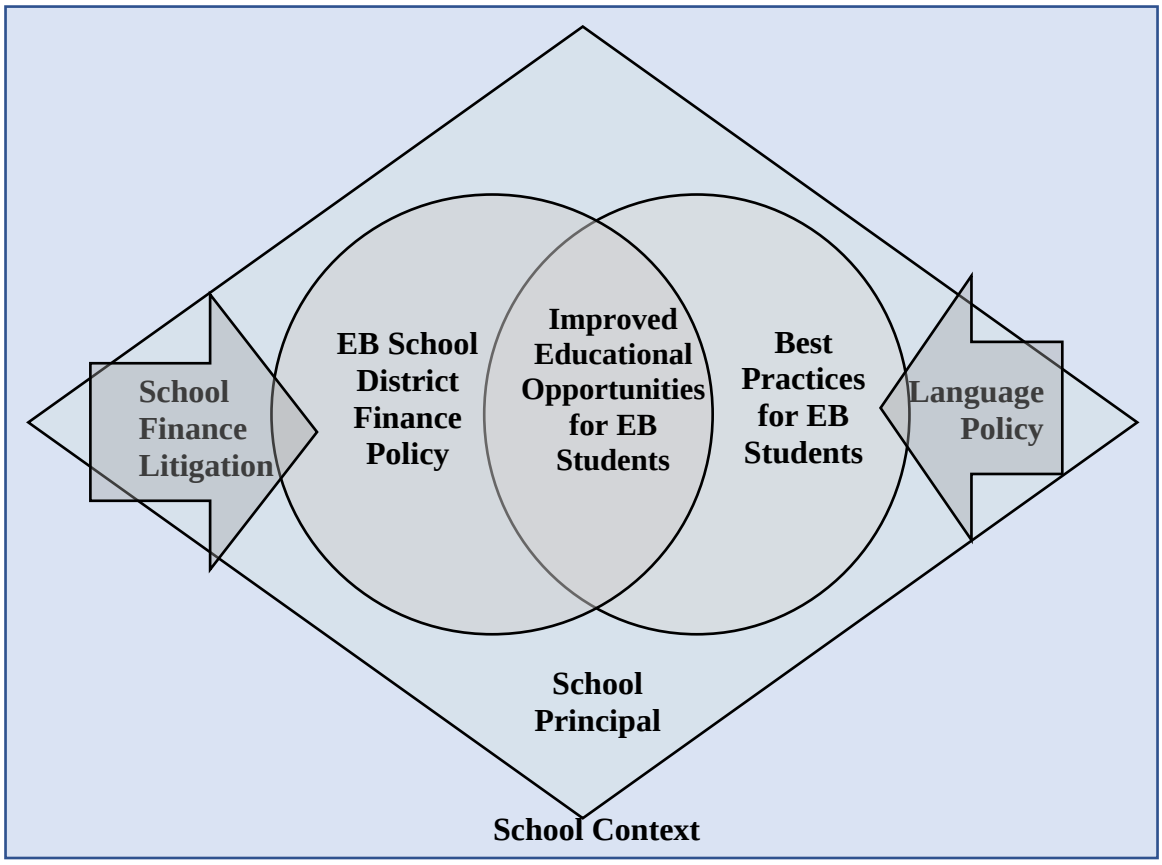
collection created a limitation to my study, since principals were planning for the re-opening of schools in a new educational reality (The Official Website of the City of New York, 2020). Due to the very specific characteristics of the NYC DOE, the results of this study are not generalizable to other districts with schools with 30 or more EB students.

Implications and Recommendations

As a result of my survey of 74 school principals serving EB students in the NYC DOE, I found five key findings. Three of my key findings indicate that school context matters in how 74 NYC DOE school principals perceive the presence or absence of the elements put forth in NYSED's *Blueprint for ELL/MLL Success.* According to my data analysis, school context also influenced the principals' perceived challenges and the recommendations for structures and supports to address those challenges. As a result, I have updated my conceptual framework that I presented in Chapter I to reflect these key findings (Figure 8.1).

Figure 8.1

Updated Conceptual Framework



At the center of Figure 8.1 are *Improved Educational Opportunities for EB Students*, which was at the center of my study. The two arrows represent two major forces impacting the ability to provide improved educational opportunities for EB students. On the left, the *School Finance Litigation* arrow symbolizes its influence on school district finance policy. On the right, the *Language Policy* arrow symbolizes its influence on best practices for EB students. The school principal is symbolically in the background interacting with all of the elements in order to lead schools that provide

improved educational opportunities for EB students. I have added the blue square, which visually shows that *school context* encapsulates all of the other elements. My third, fourth, and fifth findings all indicate that there were differences in the responses from school principal from different *school contexts*, specifically, the EB program type implemented to serve students, the percentage of EB students, and the number of EB students at a school. The visual presented in Figure 8.1 conveys the message that *school context* influenced how the 74 NYC DOE school principals perceived improved educational opportunities for EB students were present in their schools in a system in which language policy has allowed for the implementation of an additive ideology towards language and school finance policy has recognized the higher cost of education EB students due to their unique needs.

Implications for Policy

There are two implications for policy that I discuss below. Since my study focused on the NYC DOE the recommendations I describe are specific to the NYC DOE. These recommendations are not a criticism of the excellent and extraordinary work of the NYC DOE in providing educational opportunities for EB students. In fact, I selected the NYC DOE as the site for my study due to their innovative approaches to funding for EB students and their provision of bilingual education. Rather, these recommendations may serve in advancing the NYC DOE's commitment to the education of EB students. Additionally, school districts serving EB students across the nation can learn from the approaches the NYC DOE has taken and find a pathway to improving educational opportunities and achievement for EB students.

Funding was both a common *challenge* and recommended *structure and support* that my survey respondents reported would assist them in improving educational opportunities for EB students, as presented in my second key finding. Additionally, my third, fourth, and fifth key findings all demonstrated differences between data gathered from respondents from schools with different school factors. Each of the school factors has a relationship to the NYC DOE Fair Student Funding Formula (FSF). Specifically, respondents from schools with smaller EB student populations had a lower level of agreement on the Likert-scale items; this was also true for respondents from schools with ENL-only programs. Similar patterns existed from the analysis of the open-ended responses by school factor. Since NYC FSF allocates an additional weight per EB student, schools with fewer EB students will receive less funding as part of the EB student weight (NYC DOE, 2020). The NYC FSF also applies a greater weight for EB students served in a bilingual education program than those served in an ENL program (NYC DOE, 2020). Since this is true, schools serving the same number of EB students in an ENL program will receive less funding than those serving the same number of EB students in a bilingual education program.

As I discussed in Chapter IV, the FSF weights applied for EB students in the NYC DOE have been the same for the past five school years; they began to be implemented in the 2016-17 school year and continue to be implemented in the 2020-21 school year (NYC DOE, 2017a, 2020). The Campaign for Educational Equity (Rebell & Wolff, 2016) made a recommendation that states "conduct regular cost studies using a fair, up-to-date methodology that is based on constitutional resource requirements" (p. 14). Within this, The Campaign for Educational Equity (Rebell & Wolff, 2016)

elaborated that this should include the "cost of services for students with extraordinary needs" (p. 14). It is my recommendation that the NYC DOE more regularly conduct cost studies in order to inform the EB student weights and allocations so that they are reflective of the "actual costs of efficiently providing all students with the full set of essential educational resources" (Rebell & Wolff, 2016, p.14). I would also recommend that the NYC DOE study and monitor how school principals, who have autonomy over school budgets, plan for the expenditure of FSF generated by EB students to meet their needs. As presented in Chapter IV, the NYC DOE school allocations rely on State Aid through the Foundation Aid Formula implemented by the New York State (NYC DOE, 2020; The University of the New York, 2020). The aforementioned recommendations could serve as a tool for advocacy for state funding in service of EB students.

Additionally, there were a number of themes that emerged from the data collected from the open-ended response item on *structure and supports* that would help them in meeting *professional development* needs focused on EB students from the 74 school principals who responded to my study. *Professional development* was both a common *challenge* and recommended *structure and support* that my survey respondents reported would assist them in improving educational opportunities for EB students, as I presented in my second key finding. Since *professional development* was a challenge that emerged across the study, I would recommend that the NYC DOE consider how to capitalize upon two systems already in place within the NYC DOE in service of EB students that were recommended by school principals: 1) policies on mandated time for professional development, and 2) district or Centralized professional development and support.

More specifically, I recommend that the NYC DOE ensure that professional development mandates include educators in all roles who serve EB students across a school. This should include, but not be limited to, school principals, assistant principals, teachers, and parent coordinators. The professional development design and support must intentionally include all these stakeholders as they play a role in the education of EB students and it is critical that they are equipped with the knowledge to meet their needs. This recommendation is supported by NYSED's mandate for Continuing Teacher and Leader Education (CTLE) which has requirements for professional learning in the area of language acquisition for all teacher and leader certificate holders (NYSED, n.d.). However, my recommendation urges the NYC DOE to capitalize on this requirement in order to develop district and central professional development opportunities which provide continuous learning (i.e. across a school year and from one year to the next) for various stakeholders. These professional development opportunities should align with one another while providing differentiated opportunities for individuals serving in distinct roles.

Implications for Practice

There are several implications for practice based on my key findings that can be facilitated by the central office and school district leadership in the NYC DOE and in districts serving EB students throughout the nation. In order to develop a comprehensive professional development plan for EB students that can support educators in all roles systemically and coherently across all facets of the organization, I propose that *all school leaders must become leaders of EB students.* This should begin by taking inventory of human resources available to expand on areas such as *providing professional*

development for all teachers on working with EB students, which was a theme that emerged from the open-ended item about *challenges*. District and central office leaders who have expertise in the area of the education of EB students can begin to lead the charge of providing professional learning to district and central office leaders and staff in order to develop a shared knowledge base and understanding of providing educational opportunities for EB students that will lead to their success. This can be guided by the elements in New York State's *Blueprint for ELL/MLL Success*. Each element must be studied in order for it to be transferred to practice. It is critical that this work be prioritized and supported by all leaders across the organization so that the inclusion of EB students becomes organic to all facets of the educational planning within a school, including: instruction, professional development, and parental engagement.

It is my recommendation that the design of the professional development include the multiple roles that serve EB students throughout schools. This would begin with professional development opportunities designed for school principals. As noted in the literature, the responsibilities for the education of EB students are often delegated to other educators who may be considered to be experts in serving the subgroup and this is a challenge towards meeting the needs of EB students systemically (Baecher at al., 2013; Theoharis & O'Toole, 2011). In fact, there were two instances during my data collection process in which school principals requested that I send the survey link to their assistant principals who oversee the education of EB students in their schools. In these cases, I clarified that the survey was designed solely for *school principals* before sending the link. Additionally, the low response rate from school principals may partially be explained by the confidence level of school principals on items specific to EB students. These points

highlight the need to ensure that a robust professional development plan in this area begin with the school principal.

It is critical that superintendents, district, and central staff who are leading the charge in supporting school principals are able to differentiate supports for them. Based on my experience as a central office administrator focused on EB students for a decade, I have found that it is common that providing educational opportunities for EB students may be approached as a compliance exercise. I would suggest that a developmental approach to working with school principals is necessary in order for them to develop a deep understanding of providing education opportunities for EB students that reach far beyond the compliance mandates of language policy implementation. It is necessary so that these understandings can be meaningfully applied and live the test of time in our schools. As Drago-Severson explains:

> Ultimately, when you are offering constructive feedback… to adults with any way of knowing, what matters most is finding the balance between holding them well (i.e., meeting them where they are, telling them so they can hear) and pushing them gently just beyond their comfort zone (i.e., telling them so they can grow). (Drago-Severson & Blum-DeStefano, 2016, p. 121)

As I learned through my survey, school principals expressed the need for professional development specific to EB students for all staff. As mentioned previously, this should include, but not be limited to, school principals, assistant principals, teachers, and parent coordinators. Additionally, all facets of professional development for the multiple individuals who play a role in the educational experience of an EB student should implement a developmental approach to feedback throughout the process.

The NYC DOE has school principals with exemplar practices in serving EB students and this should be capitalized upon in order to develop others. Schools principals with a greater level of expertise in providing effective educational opportunities for EB

students may serve as a resource for the provision of *professional development* to school principals with a lower level of expertise. It may be the case that a school principal has been able to develop this expertise due to previous experience as a bilingual or English as a New Language teacher and has been able to transfer this knowledge to their roles as school leaders. Theoharis and O'Toole cite scholars (Suttmiller & González, 2006; Montcel & Cortez, 2002) that have identified that schools in which EB students are most successful have principals that deeply understand language acquisition and implement it into school-wide practice; this continues to be supported in more recent research (Ascenzi-Moreno et al., 2015; DeMatthews & Izquierdo, 2018; Menken et al., 2018; Menken & Solorza, 2013). School principals with smaller numbers of EB students and those serving EB students in ENL programs may benefit from the opportunity of coordinated professional development from school principals who serve a greater number of EB students and those who serve EB students in bilingual education settings effectively.

As a practitioner, who is also a researcher, I recommend that collecting data from school principals about educational opportunities for EB students become at least an annual process. I understand that time is a scarce resource, but I offer this as a recommendation because it is critical that the NYC DOE communicate the importance of the role of the school principal within the education of EB students by implementing a meaningful data collection and analysis process in order to inform plans that are responsive to the needs expressed by school principals.

There is no doubt that the demographics of the United States continues to shift annually and at a rapid pace. In fact, the EB student population grew by 100,000 students between 2019 and 2020 (DOE, 2019, 2020). Furthermore:

> Over the next 45-years, Hispanic/Latino populations are expected to grow by 115% and bi/multiracialism is expected to increase by 225%; subsequently, by 2060, U.S. will be 43.6% non-Hispanic White, 28.6% Hispanic or Latino, 14.3% Black, 9.3% Asian, and 1.6% American Indian or Pacific Islander (U.S. Census Bureau, 2015)… the broader "browning" of the U.S. population is expected to be even more pronounced in American public schools. (Bryant et al., 2017)

My final recommendation is for institutes of higher education to include foundational pedagogical coursework on serving EB students for individuals pursuing a career in our American public school system. This includes all individuals ranging from teachers to school district leaders. This could assist in working towards the vision outlined in NYSED's *Blueprint for English Language Learner/Multilingual Learner Success* for our public schools across the nation.

Suggestions for Further Research

Survey Administration

As suggested by Dillman et al. (2014), sponsorship by a legitimate organization in survey administration "can affect the decision to respond… by lending legitimacy to the survey and inducing trust" (p. 29). I agree with this literature and I further recommend that in order to increase response rate, I suggest that future researchers attain official sponsorship by the school district. It is important to learn about the organization of each school district. For example, the NYC DOE is unique due to its vast size and structure which includes over 30 Superintendents and Mayoral control as explained in Chapter IV. Relationships with key stakeholders with decision-making authority in the organization

may assist in attaining official sponsorship. Finally, through my experience I learned that it is important to understand that belonging to an organization will not guarantee sponsorship; it may, in fact, impede it due to local policies regarding conflict of interest. I believe that seeking recruitment through superintendents would assist with increasing response rate based on my experience in the central office. As the leader, the superintendent's support would send the message to school principals that there is value to completing this survey. Additionally, it is important to be able to attain permission from the school district in order to send additional reminders in order to increase the response rate, as suggested by Dillman et al. (2014). This will increase the number of respondents in order to meet the requirements of a small prior assumed effect size to yield statistical power (Cohen, 1992).

Study Design

There are two major suggestions in the area of study design that I would suggest for further research. First, while I believed that it would be powerful for my study to also include a qualitative component with principal interviews as part of the design of my study, due to my position within the NYC DOE, this was not possible. In comparison to the Likert-scale responses, which demonstrated an overall high level of agreement with the statements associated with the elements put forth in NYSED's *Blueprint for ELL/MLL Success*, the data collected from the open-ended responses provided distinct findings. In my study, I focused on the role of human agency in the implementation of policy and the policy process by focusing on the perspectives of NYC DOE school principals serving 30 or more EB students as suggested by Menken and García (2010). My ability to capture the voices of school principals was limited by having only collected my data through a

survey. Future research should consider including this as a component in order to capture the voices of school principals.

Second, since my survey is original and has not been used in any previous study found in the literature, the data gathered from my study can be used in order to improve the survey instrument for future research. Dr. Alex Bowers, an expert in survey research in the field of education, suggested running a series of correlation tests in order to determine whether the responses for Likert-scale items within distinct survey components correlate with one another; "a simple set of correlations to show the relationships would help set the stage for the next phase studies perhaps, that would adapt your items and potentially survey a larger sample" (A. Bowers, personal communication, November 24, 2020). Since the length and complexity have an impact on survey completion (Dillman et al., 2014), running these statistical tests in order to determine how to consolidate items and streamline future versions of my survey instrument could result in a higher response rate that would have statistic power in future research.

According to the Qualtrics application, which I used to administer my survey, their data indicates that “surveys longer than 12 minutes (and 9 minutes on mobile) start to see substantial levels of respondent break-off” (Qualtrics, n.d.). 73 of 74 of the survey respondents completed the survey from beginning to end; however, the response rate for the open-ended questions decreased in the latter half of the survey (Appendix P). I believe reducing that approximate amount of time for survey completion and communicating this in the recruitment phase will elicit an increase in the interest from the target population. Additionally, decreasing the amount of time for survey completion may increase the completion of items within the survey, as I believe that the decrease in

response rate for the open-ended items in the latter half of the survey was due to survey fatigue caused by the length of the survey.

Target Population

My target population consisted of the 1,136 NYC DOE school principals who have schools that NYSED included in the ELP measure in SY 2018-19 because they served 30 or more EB students. A total of 1,136 NYC DOE schools out of 1,861 total NYC DOE schools operating in the 2019-20 school year met the criteria in the 2018-19 school year (NYC DOE, 2019). Since I administered the survey in the summer of 2020, principals were more likely to respond to the survey questions about school factors based on their 2019-20 school year data because this was the most currently available data for them at the time of the completion of my survey. The data reflected that a total of 156 schools that were included in the ELP data for SY 2018-19 had EB student populations lower than 30 in 2019-20 (Appendix L). One of my key findings discussed previously emerged from a comparison of schools with between 0 and 29 EB students. It is important that future research include school principals from schools with less than 30 EB students in order to better understand their needs.

Data Analysis

The statistical data analysis that I completed for my study was limited to various analyses of variance (ANOVAs), which isolated each of the school factors in order to draw conclusions from the data for each of the three components of my study. Future research should consider studying the relationship of responses between school factors. This would include determining whether there is a relationship between the number of

EB students and the percentage of EB students; or between the EB program type and the two aforementioned school factors. This deeper data analysis could lead to a better understanding of varying school factors which shape the context of a school may impact educational opportunities for EB student through the perspective of the school principal.

Chapter Summary

In this chapter, I presented five key findings from my study of 74 NYC DOE school principals who serve EB students. I provided a summary of my findings drawn from the data presented in chapters five through seven. Next, I discussed the limitations of my study. Then, I discussed the implications of the major themes of the study for policy and practice for the education of EB students. Finally, I concluded with recommendations for future research.

Conclusion

My dissertation provides findings on how 74 NYC DOE school principals leading schools with various school demographics and offering different program types for EB students, perceived educational opportunities for EB students put forth in New York State's *Blueprint for English Language Learner/Multilingual Learner Success* were present in their schools, as well as, their recommendations for structures and supports to address those challenges. My findings show that the respondents in my study, generally, had a high level of agreement that these elements were present in their schools, but that *funding* is both a common *challenge* and recommended *structure and support* that would assist them in improving educational opportunities for EB students. My study provides

evidence that findings varied based on the context of each respondent's school. Future research should explore the relationship between various school factors in order to more deeply understand the complexity of how context may impact a school principal's perspective on educational opportunities for EB students. I hope this research can assist in improving existing innovative approaches to school funding for EB students by better understanding the current state of educational opportunities for EB students through the perspective of the school principal in the NYC DOE. Furthermore, my findings have implications for policy and practice for school districts serving EB students throughout the nation and can serve as a pathway to improving educational opportunities for EB students.

I began this journey drawn to a statement from the United Nations Declaration on Rights of Persons Belonging to National or Ethnic Minorities from thirty years ago:

> States should take appropriate measures so that, whenever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue. (Official Records of the Economic and Social Council, 1992).

While it appears to state, what I would consider to be obvious; the fact that the United Nations would need to make such a declaration draws attention to the reality that it is not. It reminded me of why I chose to begin my career as a bilingual teacher seventeen years ago. It was with the hope that I would be able to make a difference in the lives of students similar to me. I wanted my students to be able to see themselves in me, to show them that a teacher can understand their journey, and to provide them with an experience that was different than mine had been. I did not know then that my experience was not unique and that I would be enlisting for a life-long commitment of advocacy. As long as I have a seat

at the table, I will represent the voices of my students and the voice of that little girl who was silenced for so long.

Through my research, I learned that now, more than ever, there is an increased urgency to address the gaps that exist in the literature for EB students. The EB student population grew by 100,000 students in the United States between the beginning of my research study in 2019 and the end of my study in 2020 (DOE, 2019, 2020). My research partially addressed the gap identified by Jiménez-Castellanos (2017) regarding EB students and school finance, as well as, the gap in the literature focusing on the school principals' perspective and language policy (Ascenzi-Moreno et al., 2015; DeMatthews & Izquierdo, 2018). My recommendations for regular cost studies for funding for EB students; monitoring of those funds; and a systemic approach to professional development specific to EB students can assist in advancing efforts to improve educational opportunities for EB students while combatting the current reality of the disproportionate impact of the COVID-19 pandemic on EB students (The Council of Great City Schools, 2020).

Thomas L. Friedman described what he called "Globalization 3.0" (Friedman, 2005, p.11) 15 years ago. He explained:

> Because it is flattening and shrinking the world, Globalization 3.0 is going to be more and more driven not only by individuals but also by a much diverse—non-Western, non-white—group of individuals. Individuals from every corner of the flat world are being empowered. Globalization 3.0 makes it possible for so many more people to plug and play, and you are going to see every color of the human rainbow take part. (Friedman, 2005, p. 11)

I believe that the COVID-19 pandemic has catapulted us into Globalization 4.0, one in which the gaps of opportunity have become magnified due to the technological divide for students such as EB students. We must ensure that we focus on these gaps now more than

ever so that as we recover from the COVID-19 pandemic we have the tools to face this new reality.

REFERENCES

Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement: Issues and Practices, 27*(3), 17-31. https://doi.org/10.1111/j.1745-3992.2008.00125.x

Abedi, J., Hofstetter, C. H., & Lord, C. (2004). Assessment accommodations for English language learners: Implications for policy-based empirical research. *Review of Educational Research, 74*(1), 1-28. https://doi.org/10.3102/00346543074001001

Alexander, N. A., & Jang, S. T. (2017). Equity and efficiency of Minnesota educational expenditures with a focus on English learners, 2003-2011: A retrospective look in a time of accountability. *Education Policy Analysis Archives, 25*(16), 1-33. https://doi.org/10.14507/epaa.25.2811

Alexander, K., Salmon, R. G., & Alexander, F.K. (2015). *Financing public schools: Theory, policy, and practice.* Routledge.

Amin, R. (2020a, July 22). In financial crisis, NYC cut $707M from its education budget. These programs will feel the effects. *Chalkbeat New York.* https://ny.chalkbeat.org/2020/7/22/21334981/education-budget-cuts-hiring-freeze

Amin, R. (2020b, August 26). NYC rolled out a trauma-informed curriculum. Educators worry they have little time to learn it before schools reopen. *Chalkbeat New York.* https://ny.chalkbeat.org/2020/8/26/21403188/nyc-trauma-informed-curriculum-teacher-training-pandemic

Arizona Department of Education. (2019). *Revised structured immersion models: School year 2019-2020.* https://cms.azed.gov/home/GetDocumentFile?id= 5cc36ecb1dcb250e8423e66c

Arizona Department of Education. (2020). *SEI program model implementation guide: School year 2020-2021.*https://www.azed.gov/sites/default/files/2020/04/ SEI%20Program%20Model%20Implementation%20Guide%204-24-20_FINAL.pdf?id= 5ea84cbf03e2b3109cb101d9

Ascenzi-Moreno, L., Hesson, S., & Menken, K. (2015). School leadership along the trajectory from monolingual to multilingual. *Language and Education, 30*(3), 197-218. https://doi.org/10.1080/09500782.2015.1093499

August, D., & Hakuta, K. (1997). *Improving schooling for language-minority students: A research agenda.* National Academy Press.

Baecher, L., Knoll, M., & Patti, J. (2013). Addressing English language learners in the school leadership curriculum: Mapping the terrain. *Journal of Research on Leadership Education, 8*(3), 280-303. https://doi.org/10.11777/1942775113498377

Bailey, A. L., & Kelly, K. R. (2011). Home language survey practices in the initial identification of English learners in the United States. *Educational Policy, 27*(5), 770-804. https://doi.org/10.1177/0895904811432137

Baker, B. D. (2013). *School funding fairness in New York State: An update for 2013-14* [Unpublished manuscript]. Rutgers Graduate School of Education.

Baker, B. D., & Levin, J. (2016). *Rethinking "costing out" and the design of state school finance systems: Lessons from the empirical era in school finance* [Unpublished manuscript]. Rutgers Graduate School of Education.

Berne, R., & Stiefel, L. (1994). Measuring equity at the school level: The finance perspective. *Educational Evaluation and Policy Analysis, 16*, 405-421. https://doi.org/10.3102/01623737016004405

Bondy, J. M. (2016). Negotiating domination and resistance: English language learners and Foucalt's *Care of Self* in the context of English-only education. *Race Ethnicity and Education, 19*(4), 763-783. https://doi.org/10.1080/13613324.2015.1095171

Bryant, A.C., Triplett, N.P., Watson, M.J., & Lewis, C.W. (2017). The browning of American public schools: Evidence of increasing racial diversity and the implications for policy, practice, and students outcomes. *The Urban Review, 49*(2), 1-16. https://doi.org/10.1007/s11256-017-0400-6

Burnette II, D. (2020). Why the pandemic's recession may fuel legal push for more K-12 aid. *Education Week.* https://www.edweek.org/ew/articles/2020/10/20/why-the-pandemics-recession-may-fuel.html

Campaign for Fiscal Equity et al. v. State of New York et al. 719 N.Y.S. 2d 475. (2001). https://www.escr-net.org/caselaw/2006/campaign-fiscal-equity-et-al-v-state-new-york-et-al-719-nys2d-475

Carhill-Poza, A. (2019). Defining flipped learning for English learners in an urban secondary school. *Bilingual Research Journal, 42*(1), 90-104. https://doi.org/10.1080/15235882.2018.1561552

Carnock, J. T. (2016). *From blueprint to building: Lifting the torch for multilingual students in New York state* (ED570872). ERIC. https://files.eric.ed.gov/fulltext/ED570872.pdf

Center for Educational Equity. (2018, December 2). CEE Executive Director Michael Rebell files federal class action suit to establish right under the U.S. Constitution to an adequate education to prepare young people for full civic participation. *Educational Equity.* https://educationalequityblog.org/2018/12/

Chambers, J. G., Levin, J. D., & Parrish, T. B. (2006). Examining the relationship between educational outcomes and gaps in funding: An extension of the New York adequacy study. *Peabody Journal of Education, 81*(2), 1-32. https://doi.org/10.2307/25594708

Chang, S., Gould, J., Cruz, D., & Chung, J. (2020). NYC public schools reopening plan: Here's what we know so far. *Gothamist.* https://gothamist.com/news/nyc-public-schools-reopening-plan-heres-what-we-know-so-far

Cheung, A. C. K., & Slavin, R. E. (2012). Effective reading programs for Spanish-dominant English Language Learners (ELLs) in the elementary grades: A synthesis of research. *Review of Educational Research, 82*(4), 351-395. https://doi.org/10.3102/0034654312465472

Chilton, B., & Chwialkowski, P. (2011). The court versus consent decrees? Schools, Horne v. Flores and judicial strategies of institutional reform litigation. *Education and Urban Society, 46*(1), 88-108. https://doi.org/10.1177/0013124511428466

Cohen, D., Tracy, R., & Cohen, J. (2017). On the effectiveness of pop-up English language glossary accommodations for EL students in large-scale assessments. *Applied Measurement in Education, 30*(4), 259-272. https://doi.org/10.1080/08957347.2017.1353986

Cohen, J. (1992). A power primer. *Psychology Bulletin, 112*(1), 155-159. https://doi.org/10.1037//0033-2909.112.1.155

Collier, V. P., & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice, 2*(1), 1-20. https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e

Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics, 37*, 203-217. https://doi.org/10.1017/S0267190517000034

Corbin, J., & Strauss, A. (2015). *Basics of qualitative research techniques and procedures for developing grounded theory.* (4th ed.). SAGE.

Council of the Great City Schools. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing.* https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/ELL%20Survey%20Report%202013.pdf

Council of the Great City Schools. (2019). *English language learners in America's great city schools: Demographics, achievement, and staffing.* https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20Survey%20Report.pdf

Council of the Great City Schools. (2020). *Supporting English learners in the COVID-19 crisis*.https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20and%20COVID_web_v2.pdf

De Jesús, A., & Pérez, M. (2009). From community control to consent decree: Puerto Ricans organizing for education and language rights in 1960s and '70s New York City. *CENTRO: Journal of the Center for Puerto Rican Studies, 21*(2), 7-31. https://go-gale- com.tc.idm.oclc.org/ps/i.do?p =AONE&u=new30429&id=GALE|A288979979&v = 2.1&it=r&sid=summon

de los Ríos, C.V., Martinez, D. C., Musser, A. D., Canady, A., Camangian, P., & Quijada, P. D. (2019). Upending colonial practices: Toward repairing harm in English education. *Theory into Practice, 58*(4), 359-367. https://doi.org/10.108000405841.2019.1626615

DeMatthews, D., & Izquierdo, E. (2018). The importance of principals supporting dual language education: A social justice leadership framework. *Journal of Latinos and Education, 17*(1), 53-70. https://doi.org/10.1080/15348431.2017.1282365

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method.* (4th ed.). John Wiley & Sons.

Dillon, S. (1994, October 20). Report faults bilingual education in New York. *The New York Times,* A1. https://www.nytimes.com/1994/10/20/nyregion/report-faults-bilingual-education-in-new-york.html

Drago-Severson, E., & Blum-DeStefano, J. (2016). *Tell me so I can hear you: A developmental approach to feedback for educators.* Harvard Education Press.

Durán, L., & Palmer, D. (2014). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy, 14*(3), 367-388. https://doi.org/10.1177/1468798413497386

Duran, R. P. (2008). Assessing English-language learners' achievement. *Review of Research in Education, 32,* 292-327. http://www.jstor.org/stable/20185119

Ee, J., & Gándara, P. (2019). The impact of immigration enforcement on the nation's schools. American Educational Research Journal, 20(10), 1-32. https://doi.org/10.3102/0002831219862998

Education Communication of the States. (2013, December). English language learners: A growing-yet underserved-student population. *The Progress of Education Reform, 14*(6). https://www.ecs.org/clearinghouse/01/10/20/11020.pdf

Elfers, A., & Stritikus, T. (2014). How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly, 50*(2), 305-344. https://doi.org/10.1177/0013161X13492797

Every Student Succeeds Act, 20 U.S.C. § 6301 (2015). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

Every Student Succeeds Act: New Jersey state plan (2015). https://www.state.nj.us/education/ESSA/plan/plan.pdf.

Ferguson, M. (2016, March 1). ESSA is more than the latest acronym on education's block. *Phi Delta Kappan, 97*(6), 72. https://kappanonline.org/ferguson-washington-view-essa-more-than-latest-acronym-education/

Fetman, L. J. (2018). Wiping away the "veneer of democracy" to expose the school-level effects of Arizona's language policy. *Leadership and Policy in Schools*, *17*(2), 264-295. https://doi.org/10.1080/15700763.2016.1278241

Flores, N. (2015). How have different groups of English language learners/emergent bilinguals been categorized and what issues are raised by these categorizations? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common core bilingual and English language learners a resource for educators* (pp. 23-24). Caslon Publishing.

Flores v. Arizona, 160 F. Supp. 2d 1043 (D. Ariz. 2000).

Friedman, M. (2005). *The world is flat: A brief history of the twenty-first century.* Farrar, Straus, and Giroux.

Gándara, P., Losen, D., August, D., Uriarte, M., Gomez, M. C., & Hopkins, M. (2010). Forbidden language: A brief history of U.S. language policy. In P. Gándara & M. Hopkins (Eds.), *Forbidden language* (pp. 20-33). Teachers College Press.

Gándara, P. & Orfield, G. (2012). Segregating Arizona's English learners: A return to the "Mexican Room"? *Teachers College Record, 114*(9), 1-27. https://files.eric.ed.gov/fulltext/ED511322.pdf

Gándara, P. & Rumberger, R. (2008). Defining an adequate education for English learners. *Education Finance and Policy, 3*, 130-148. https://doi.org/10.1162/edfp.2008.3.1.130

García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly, 43*(2), 322-326. http://www.jstor.org/stable/27785009

García, O. (2014). U.S. Spanish and education: Global and local intersections. *Review of Research in Education, 38*(1), 58-80. https://doi.org/10.3102/0091732X13506542

García, O., & Santos, M. (2015). How should we refer to students who are acquiring English as an additional language? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common core bilingual and English language learners a resource for educators* (pp. 23-24). Caslon Publishing.

Golash-Boza, T. (2005). Assessing the advantages of bilingualism for the children of immigrants. *The International Migration Review, 39*(3), 721-753. https://www.jstor.org/stable/27645531

Gómez, L. (2019, November 20). Republican lawmaker again proposes to repeal Arizona's English-only law. *Arizona Mirror*. https://www.azmirror.com/blog/republican-lawmaker-again-proposes-to-repeal-arizonas-english-only-law/

Good, M. E., Masewicz, S., & Vogel, L. (2010). Latino English language learners: Bridging achievement and cultural gaps between schools and families. *Journal of Latinos and Education, 9*(4), 321-339. https://doi.org/10.1080/15348431.2010.491048

Grady, M. W. & O'Dwyer, L. M. (2014). *The English language learner program survey for* principals. (REL 2014-027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2014027.pdf

Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. *Educational Researcher, 40*(4), 163-174. https://doi.org/10.3102/0013189X11404943

Hanna, P. L. (2011). Gaining global perspective: Educational language policy and planning. *International Journal of Bilingual Education and Bilingualism*, *14*(6), 733-749. https://doi.org/10.1080/13670050.2011.579949

Heineke, A. J. (2015). Negotiating language policy and practice: Teachers of English learners in an Arizona study group. *Educational Policy*, *29*(6), 843-878. https://doi.org/10.1177/0895904813518101

Heineke, A. J., & Davin, K. J. (2018). Prioritizing multilingualism in U.S. schools: States' policy journeys to enact the Seal of Biliteracy. Educational Policy, 1-25. https://doi.org/10.1177/0895904818802099

Harris, E.A. (2015a, January 15). New York City education department to add or expand 40 dual-language programs. *The New York Times.* https://www.nytimes.com/2015/01/15/nyregion/new-york-city-education-department-to-add-or-expand-40-dual-language-programs.html

Harris, E.A. (2015b, October 9). Dual-language programs are on the rise, even for native English speakers. *The New York Times.* https://www.nytimes.com/2015/10/09/nyregion/dual-language-programs-are-on-the-rise-even-for-native-english-speakers.html

Hollaway, L. (2001). Board of education votes, 7-0, to revamp bilingual programs. *The New York Times*. https://www.nytimes.com/2001/02/28/nyregion/board-of-education-votes-7-0-to-revamp-bilingual-programs.html

Hopkins, M. (2016). Beliefs in context: Understanding language policy implementation at a systems level. *Educational Policy, 30*(4), 573-605. https://doi.org/10.1177/0895904814550073

Hopkins, M., Thompson, K. D., Linquanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher, 42*(2), 101-108. http://www.jstor.org/stable/23462364

Hornberger, N. H. & Link, H. (2011). Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education, 15*(3), 261-278. https://doi.org/10.1080/13670050.2012.658016

Horne v. Flores. 557 U.S. 433. (2009). https://www.law.cornell.edu/supct/pdf/08-289P.ZS

Horsford, S. D., Scott, J. T., & Anderson, G. L. (2019). *The politics of education policy in an era of inequality*. Routledge.

Horsford, S.D. & Sampson, C. (2013). High-ELL-growth states: Expanding funding equity and opportunity for English language learners. *Voices in Urban Education, 37*, 47-54. http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE37.pdf

Huerta, L.A. (2006). Next steps for results: "Campaign for fiscal equity v. State of New York." *Journal of Education Finance, 31*(4), 379-394. https://eric.ed.gov/?id=EJ750884

Irwin, C.W., & Stafford, E.T. (2016). *Survey methods for educators: Collaborative survey development (part 1 of 3;REL 2016-163).* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL2016163.pdf

Jiménez-Castellanos, O. (2017). English language learner education finance scholarship: An introduction to the special issue. *Education Policy Analysis Archives*, *25*(14), 1-9. https://doi.org/10.14507/epaa.25.2943

Jiménez-Castellanos, O., & García, E. (2017). Intersection of language, class, ethnicity, and policy: Toward disrupting inequality for English language learners. *Review of Research in Literature, 41*, 428-452. https://doi.org/10.3102/0091732X16688623

Jiménez-Castellanos, O. & Rodríguez, J. L. (2009). Intradistrict resource reallocation for Latino English language learners: An exploratory multiple case study approach. *Bilingual Research Journal, 32*(3), 298-316. https://doi.org/10.1080/15235880903372886

Jiménez-Castellanos, O. & Topper, A. M. (2012). The cost of providing an adequate education to English language learners: A review of literature. *Review of Educational Research, 82*(2), 179-232. https://doi.org/10.3102/0034654312449872

Johnson, D. C., Stephens, C., Nelson, J. J., & Johnson, E. J. (2018). Violating Lau: Sheltered English instruction programs and equal educational opportunity. *Journal of Education Policy, 33*(4), 488-509. https://doi.org/10.1080/02680939.2017.1380847

Johnson, E. J., & Johnson, D. C. (2015). Language policy and bilingual education in Arizona and Washington state. *International Journal of Bilingual Education and Bilingualism, 18*(1), 92-112. https://doi.org/10.1080/13670050.2014.882288

Johnson, D.C., & Freeman, R. (2010). Appropriating language policy on the local level. In K. Menken, & O. García (Eds.). *Negotiating language policies in schools: Educators as policymakers* (pp. 13-31). Routledge.

Kelleher, M. (2014). *New York City's children first lessons in school reform* (ED561075). Center for American Progress. https://files-eric-ed-gov.tc.idm.oclc.org/fulltext/ED561075.pdf

Kieffer, M. J., Lesaux, N. K., Rivera, M., & Francis, D. J. (2009). Accommodations for English language learners taking large-scale assessments: A meta-analysis on effectiveness and validity. *Review of Educational Research, 79*(3), 1168-1201. http://www.jstor.org/stable/40469092

Kieffer, M.J., & Parker, C.E. (2016). *Patterns of English learner student reclassification in New York City public schools* (REL 2017-200). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2017200.pdf

Koran, J., & Kopriva, R. J. (2017). Framing appropriate accommodations in terms of individual need: Examining the fit of four approaches to selecting test accommodations of English language learners. *Applied Measurement in Education, 30*(2), 71-81. https://doi.org/10.1080/08957347.2016.1243539

Laerd Statistics. (2015). *Statistical tutorials and software guides.* https://statistics.laerd.com/

Lane, S., & Leventhal, S. (2015). Psychometric challenges in assessing English language learners and students with disabilities. *Review of Research in Education, 39*, 165-214. https://doi.org/10.3102/0091732X14556073

Lang, N.W. (2019). Teachers' translanguaging practices and "safe spaces" for adolescent newcomers: Toward alternate visions. *Bilingual Research Journal, 42*(1), 73-89. https://doi.org/10.1080/15235882.2018.1561550

Lau v. Nichols, 414 U.S. 563 (1974). https://www.loc.gov/item/usrep414563/

Latino Education Advocacy Directors Coalition. (2019). *Investing in our future: A multilingual learner policy agenda for New York State.* https://static1.squarespace.com/static/5c3676da3e2d09759ab10f10/t/5c74ee0e4192029977b8903b/1551167032904/Investing+In+Our+Future+2019.pdf

Lee, S. K. (2002). The significance of language and cultural education on secondary achievement: A survey of Chinese-American and Korean-American students. *Bilingual Research Journal, 26*(2), 327-338. https://doi.org/10.1080/15235882.2002.10668714

Light, R. J., Singer, J. D., & Willett J. B. (1990). *By design: Planning research on higher education.* Harvard University Press.

Lo Bianco, J. (2014). A celebration of language diversity, language policy, and politics in education. *Review of Research in Education, 38*(1), 312-331. https://doi.org/10.3102/0091732X13511050

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers*. (NCEE 2017-4023). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/pubs/20174023/pdf/20174023.pdf

Loera, G., Rueda, R. & Nakamoto, J. (2011). The association between parental involvement in reading and schooling and children's reading engagement in Latino Families. *Literacy Research and Instruction, 50*(2), 133-155. https://doi.org/10.1080/19388071003731554

Louis, B.Y., Pughe, B., Camey Kuo, A., & Björling, E.A. (2019). Washington principals' needs for the spike of English learners. *Professional Development in Education, 45*(4), 684-697. https://doi.org/10.1080/19415257.2018.1506353

Mady, C., & Masson, M. (2018). Principals' beliefs about language learning and inclusion of English language learners in Canadian elementary French immersion programs. *Canadian Journal of Applied Linguistics, 21*(1), 71-93. https://files.eric.ed.gov/fulltext/EJ1188040.pdf

Marshall, D. T., Shannon, D. M., & Love, S. M. (2020). How teachers experienced the COVID-19 transition to remote instruction. *Phi Delta Kappan, 102*(3), 46-50. https://doi.org/10.1177/0031721720970702

Mavrogordato, M., & White, R. S. (2017). Reclassification variation: How policy implementation guides the process of exiting students from English learner status. *Educational Evaluation and Policy Analysis, 39*(2), 281-310. https://doi.org/10.3102/0162373716687075

Maxwell, J. A. (2013). Qualitative research design: An interactive approach. SAGE.

McCarty, T. L., & Nicholas, S. E. (2014). Reclaiming indigenous languages: A reconsideration of the roles and responsibilities of schools. *Review of Research in Education, 38*(1), 106–136. https://doi.org/10.3102/0091732X13507894

McGee, A., Haworth, P., & Macintyre, L. (2015). Leadership practices to support teaching and learning for English language learners. TESOL Quarterly, 49(1), 92-114. https://www.jstor.org.stable/43893738

McGlashan, P.A. (2006). School finance litigation: The history and its current status in New York. Touro College Jacob D. Fuchsberg Law Center, Journal of Race, Gender, and Ethnicity, 1, 110-130. https://www.tourolaw.edu/Journalrge/uploads/Issues/Issue1/NEW%20YORK%20SCHOOL%20FINANCE%20LITIGATION.pdf

Mertler, C.A., & Reinhart, R.V. (2017). *Advanced and multivariate statistical methods: Practical application and interpretation*. (6th ed.). Routledge.

Menken, K., Pérez Rosario, V., & Guzmán Valerio, L (2018). Increasing multilingualism in schoolscapes: New scenery and language education policies. *Linguistic Landscape, 4*(2), 101-127. https://katemenken.files.wordpress.com/2018/10/menken-pc3a9rez-guzmc3a1n- increasing-multilingualism-in-schoolscapes.pdf

Menken, K., & Solorza, C. (2013). Where have all the bilingual programs gone?!: why prepared school leaders are essential for bilingual education. *Journal of Multilingual Education Research, 4*, 9-39. https://files.eric.ed.gov/fulltext/EJ1176142.pdf

Menken, K., & Solorza, C. (2014). No child left bilingual: Accountability and the elimination of bilingual education programs in New York City schools. *Educational Policy, (28)*1, 96-15. https://doi.org/10.1177/0895904812468228

Menken, K., & García, O. (2010). Introduction. In K. Menken, & O. García (Eds.). *Negotiating language policies in schools: Educators as policymakers* (pp. 1-10). Routledge.

Millard, M. (2015). State funding mechanisms for English language learners. Denver, CO: Education Commission of the States. https://eric.ed.gov/?id=ED556739

Mitchell, C. (2015, October). More states and districts embrace biliteracy. *Education Week*. https://www.edweek.org/ew/articles/2015/10/07/more- states-and-districts-embrace-biliteracy.html

Mitchell, C. (2017a, January). ESSA's impact unclear for English-learners; advocates are keeping close tabs on states over concerns about resources, staff, and know-how to meet the law's mandates. *Education Week. 36*(16), 34. https://go-gale.com.tc.idm.oclc.org/ps/i.do?p =AONE&u=new30429&id=GALE%7CA477653771&v= 2.1&it=r&sid=summon

Mitchell, C. (2017b, November). Massachusetts law paves the way for more bilingual education. *Education Week.* https://www.edweek.org/teaching-learning/massachusetts-law-paves-the-way-for-more-bilingual-education/2017/11?cmp =RSS-FEED

Mohanty, A. K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue? In Imagining Multilingual Schools: Languages in Education and Globalization, eds. O. García, T. Skutnabb-Kangas, and M. E. Torres-Guzmán. Clevedon: Multilingual Matters.

National Assessment of Educational Progress. (2017a). *NAEP mathematics report card.* https://www.nationsreportcard.gov/math_2017/nation/scores?grade= 4

National Assessment of Educational Progress. (2017b). *NAEP reading report card.* https://www.nationsreportcard.gov/reading_2017/nation/gaps?grade= 4

National Center for Education Statistics (2020, May). *English Language Learners in public schools.* https://nces.ed.gov/programs/coe/indicator_cgf.asp

National Conference of State Legislatures. (2005). *Arizona English language learner cost study.* Prepared for the Arizona Legislative Council. http://www.schoolfunding.info/states/az/AZ-NCSLenglanglearn2005.pdf

Navarro, M. (2001, February 24). For parents, one size doesn't fit all in bilingual education. *The New York Times.* https://www.nytimes.com/2001/02/24/nyregion/ for- parents-one-size-doesn-t-fit-all-in-bilingual-education.html

Newcomer, S. N., & Collier, L. C. (2015). Agency in action: How teachers interpret and implement Arizona's 4-hour structured English immersion program. *International Multilingual Research Journal, 9*(3), 159-176. https://doi.org/10.1080/ 19313152.2015.1048179

New York State Association of School Business Officials. (2018). *New York State school finance: An overview based on the laws of 2018.* https://cdn.ymaws.com/www.asbonewyork.org/resource/resmgr/reports/SchoolFinancePrimer2018.pdf

New York City Department of Education. (n.d.). *Division of multilingual learners: 2018-2019 English language learner demographic report.* https://infohub.nyced.org/docs/default-source/default-document-library/ell-demographic-report.pdf

New York City Department of Education. (2013). *Fair student funding and school budget resource guide, FY 2013.* https://www.crpe.org/sites/default/files /FSF_Guide_NYCDOE.pdf

New York City Department of Education. (2017a). *Fair student funding and school budget resource guide, FY 2018.* https://infohub.nyced.org/docs/default-source/default-document- library/fsf_guide.pdf

New York City Department of Education. (2017b). *Division of English language learners and student support: English language learner demographics report for the 2016-17 school year.* https://infohub.nyced.org/docs/default-source/default-document-library/2016-17-demographic-report- v10_remediated.pdf

New York City Department of Education. (2018). *Division of English language learners and student support: 2018-2019 English language learner policy and reference guide.* https://www.uft.org/files/attachments/ell-policy-reference- guide.pdf

New York City Department of Education. (2019a). *2019 New York State test results: New York City grades 3-8.* https://infohub.nyced.org/docs/default-source/default-document-library/2019-math-ela---website---8-22-19.pdf

New York City Department of Education. (2019b). *Demographic snapshot- citywide, borough, district, and school, SY 2014-15 to 2018-19.* https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview

New York City Department of Education. (2019c). *Fair student funding and school budget resource guide, FY 2020.* https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy19_20/FY20_docs/FY2020_FSF_Guide.pdf

New York City Department of Education. (2019d). *Multilingual learner/English language learner policy and reference guide.* https://infohub.nyced.org/docs/default-source/default-document-library/ell-policy-and-reference-guide.pdf

New York City Department of Education. (2020a). *Fair student funding and school budget resource guide, FY 2021.* https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy20_21/fy21_docs/FY2021_FSF_Guide.pdf

New York City Department of Education. (2020b). *Demographic snapshot- citywide, borough, district, and school, SY 2015-16 to 2019-20.* https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview

New York City Department of Education. (2020c). *DOE organization. a* https://www.schools.nyc.gov/about-us/leadership/doe-leadership-and-offices/doe-organization

New York City Independent Budget Office. (2007). *New funding formula seeks to alter school budget disparities.* https://ibo.nyc.ny.us/iboreports/Fair StudentFunding2.pdf

New York City Independent Budget Office. (2013). *Is it getting fairer? Examining five years of school allocations under fair student funding.* https://ibo.nyc.ny.us/iboreports/fsf2013.pdf

New York City Independent Budget Office. (2018). *How much more would it have cost to fully fund fair student funding for the city's schools last year?* https://ibo.nyc.ny.us/cgi-park2/2018/10/how-much-more-would-it-have-cost-to-fully-fund-fair-student-funding-for-the-citys-schools-last-year/

New York State Education Department. (n.d.). *Continuing Teacher and Leader Education (CTLE) language acquisition addressing the needs of English language learners requirements.* http://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf

New York State Education Department. (2014). *Part 154: Services for pupils with limited English proficiency.* http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/terms-154-1-effective-through-2014-15.pdf

New York State Education Department. (2015). English language learners: Screening, identification, placement, review, and exit criteria. http://www.nysed.gov/common/nysed/files/bilingual/ellidchartrev.pdf

New York State Education Department. (2018a). *Emergent multilingual learners in prekindergarten programs*. http://www.nysed.gov/bilingual-ed/emergent-multilingual-learners-prekindergarten-programs

New York State Education Department. (2018b). *2018-19 accountability status.* http://www.nysed.gov/accountability/essa-accountability-designations

New York State Education Department. (2019a). *Transforming districts, schools, and classrooms in New York state by prioritizing equity and academic success for multilingual learners/English language learners: A synthesis report.* http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/synthesis-report-obewl-08-07-2019-a.pdf

New York State Education Department. (2019b). *2018-19 report card database*. https://data.nysed.gov/downloads.php

New York Immigration Coalition. (2008). Getting it right: Ensuring a quality education for English language learners in New York. https://www.edweek.org/media/nyic_ellbrief_final.pdf

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Office of Bilingual Education and Foreign Language Studies. (2014). *Blueprint for English language learners (ELLs) success.* University of the State of New York. http://www.nysed.gov/common/nysed/files/blueprint-for-ell-success.pdf

Office of Bilingual Education and World Languages. (2019). *Blueprint for English language learner/multilingual learner success.* University of the State of New York. http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf

Official Records of the Economic and Social Council. (1992). Declaration on the rights of persons belonging to national or ethnic, religious, and linguistic minorities. https://www.oas.org/dil/1992%20Declaration%20on%20the%20Rights%20of%20Persons%20Belonging%20to%20National%20or%20Ethnic,%20Religious%20and%20Linguistic.pdf

The Official Website of the City of New York. (2020). *Mayor de Blasio and Chancellor Carranza announce preliminary school reopening plans for fall 2020.* Office of the Mayor. https://www1.nyc.gov/office-of-the-mayor/news/505-20/mayor-de-blasio-chancellor-carranza-preliminary-school-reopening-plans-fall-2020#/0

Olneck, M. R. (2009). What have immigrants wanted from American schools? What do they want now? Historical and contemporary perspectives on immigrants, language, and American schooling. *American Journal of Education, 115*(3), 379-406. http://www.jstor.org/stable/10.1086/597489

Okhremtchouk, I. S. (2017). The politics of school and money: Building awareness about channeling practices for supplemental resource allocations to serve English language learners. *Education Policy Analysis Archives, 25*(17), 1-25. https://doi.org/10.14507/epaa.25.2819

Ortiz, A. A., & Fránquiz, M. E. (2019). Co-editors' introduction: Challenges to the success of English learners in the context of language instruction educational programs. *Bilingual Research Journal, 42*(1), 1-5. https://doi.org/10.1080/15235882.2019.1598213

Onyekwuluje, A. B. (2000). Adult role models: Needed voices for adolescents, multiculturalism, diversity, and race relations. *The Urban Review, 32*(1), 67-85. https://doi.org/10.1023/A:1005142818473

Ovando, C. J. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal, 27*(1), 1-24. https://doi.org/10.1080/15235882.2003.10162589

Padron, Y. N., & Waxman, H. C. (2016). Investigating principals' knowledge and perceptions of second language programs for English language learners. *International Journal of Educational Leadership and Management, 4*(2), 127-146. https://doi.org/10.17583/ijelm.2016.1706

Panferov, S. (2010). Increasing ELL parental involvement in our schools: Learning from the parents. *Theory into Practice, 49*(2), 106-112. https://www.jstor.org/stable/40650723

Paredes Scribner, S. M., & Fernández, E. (2017). Organizational politics of parental engagement: The intersections of school reform, anti-immigration policies, and Latinx parent organizing. *Education Policy, 31*(6), 895-920. https://doi.org/10.1177/0895904817719527

Pazzaglia, A. M., Stafford, E. T., & Rodriguez, S. M. (2016a). *Survey methods for educators: Selecting samples and administering surveys (part 2 of 3; REL 2016-160).* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2016160.pdf

Pazzaglia, A. M., Stafford, E. T., & Rodriguez, S. M. (2016b). *Survey methods for educators: Analysis and reporting of survey data (part 3 of 3; REL 2016-164).* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2016164.pdf

Pennock-Roman, M., & Rivera, C. (2011). Mean effects of test accommodations for ELLs and non-ELLs: A meta-analysis of experimental studies. *Educational Measurement: Issues and Practice. 30*(3), 10-28. https://doi.org/10.1111/j.1745-3992.2011.00207.x

Polat, N., Zarechy-Hodge, A. & Schreiber, J.B. (2014). Academic growth trajectories of ELLs in NAEP data: The case of fourth- and eighth grade ELLs and non-ELLs on mathematics and reading tests. *The Journal of Educational Research, 109*(5), 541-553. https://doi.org/10.1080/00220671.2014.993461

Poza, L. E., & Viesca, K. M. (2018). Testing and ideology: Policy debates about literacy assessments for Colorado's bilingual students. *Journal of Educational Policy, 35*(4), 1-26. https://doi.org/10.1080/02680939.2018.1511831

Powers, J. M. (2014). From segregation to school finance: The legal context for language rights in the United States. *Review of Research in Education, 38*, 81-105. https://doi.org/10.3102/0091732X13506550

Qualtrics. (n.d.). *Survey methodology & compliance best practices.* https://www.qualtrics.com/support/survey-platform/survey-module/survey-checker/survey-methodology-compliance-best-practices/

Ramirez, A., Carpenter, D. M., II, & Breckenridge, M. (2014). Exploring the impact of inadequate funding for English language learners in Colorado school districts. *Journal of School Finance, 40*(1), 60-71. https://www.muse.jhu.edu/article/553209

Ramirez, A., Siegrist, M., Krumholz, P., & Rainey, T. (2011). Equity, adequacy, and categorical funding in Colorado school finance: A focus on English language learners. *Education and Urban Society. 45*(6), 700-713. https://doi.org/10.1177/0013124511424860

Rebell, M. A., Wolff, J. R., & Rogers, J. R., Jr. (2012). *Deficient resources: An analysis of the availability of basic educational resources in high-needs schools in eight New York State school districts* (ED573105). The Campaign for Educational Equity, Teachers College, Columbia University. https://eric.ed.gov/?id=ED573105

Rebell, M. A., & Wolff, J. R. (2016). *Students' constitutional right to a sound basic education: New York state's unfinished agenda* (ED573134). The Campaign for Educational Equity, Teachers College, Columbia University. https://eric.ed.gov/?id=ED573134

Rebell, M. A. (2017a). The courts' consensus: Money does matter for educational opportunity. *The Annals of the American Academy, 674*, 184-198. https://doi.org/10.1177/0002716217732311

Rebell, M. A. (2017b). *Courts & kids: Pursuing educational equity through the state courts.* 2017 Supplement. Chicago, IL: University of Chicago Press. http://schoolfunding.info/wp-content/uploads/2017/07/COURTS-AND-KIDS-2017-Supplement.-07.12.17-.pdf

Rebell, M. A. (2019). *Courts & kids: Pursuing educational equity through the state courts.* 2019 Supplement. University of Chicago Press. https://drive.google.com/file/d/11XOpAo_VO0dYtJqATRFCG5INyhvNESg1/view

Reyes, P., & Rorrer, A. (2001). US school reform policy, state accountability systems and the limited English proficient student. *Journal of Education Policy, 16*(2), 163-178. https://doi.org/10.1080/02680930010025806

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*, 55-81. https://doi.org/10.3102/00346543070001055

Rivera, H., & Li, J. (2019). Hispanic parents' involvement and teachers' empowerment as pathways to Hispanic English learners' academic performance. *Hispanic Journal of Behavioral Sciences, 41*(2), 214-230. https://doi.org/10.1177/0739986319834931/

Rolle, R. A. & Jiménez-Castellanos, O. (2014). An efficacy analysis of the Texas school funding formula with particular attention to English language learners. *Journal of Education Finance, 39*(3), 203-221.

Roohr, K. C., & Sireci, S.G. (2017). Evaluating computer-based test accommodations for English learners. *Educational Assessment, 22*(1), 35-53. https://doi.org/10.1080/10627197.2016.1271704

Roos, P. D. (1978). Bilingual education: The Hispanic response to unequal educational opportunity. School Desegregation Lessons of the First Twenty-Five Years: Part 2. *Law and Contemporary Problems, 42*(4), 111-140. http://www.jstor.org/stable/1191320

San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973)

Santiago, I. S. (1986). Aspira v. Board of Education Revisited. The education of Hispanic Americans: A challenge for the future. *American Journal of Education, 95*(1), 149-199. http://www.jstor.org/stable/1209231

Schreiber, J., & Asner-Self, K. (2011). *Educational research*. John Wiley & Sons.

Schissel, J. L., Leung, C., López-Gopar, M. L., & Davis, J. R. (2018). Multilingual learners in language assessment: assessment design for linguistically diverse communities. *Language and Education, 32*(2), 167-182. https://doi.org/10.1080/09500782.2018.1429463

Shin, N. (2018). The effects of the initial English language learner classification on students' later academic outcomes. *Educational Evaluation and Policy Analysis, 40*(2), 175-195. https://doi.org/10.3102/0162373717737378

Sinclair, J. (2018). 'Starving and suffocating': evaluating policies and practices during the first 10 years of the U.S. Bilingual Education Act. *International Journal of Bilingual Education and Bilingualism, 21*(6), 710-728. https://doi.org/10.1080/13670050.206.1210565

Skyler, E. & Barowitz, J. (2003). Mayor Michael R. Bloomberg and schools chancellor Joel Klein announce reforms to improve instruction for English language learners in New York City public schools. *The Official Website of the City of New York.* https://www1.nyc.gov/office-of-the-mayor/news/171-03/mayor-michael-bloomberg-schools-chancellor-joel-klein-reforms-improve

Slama, R. B. (2014). Investigating whether and when English learners are reclassified into mainstream classrooms in the United States: A discrete-time survival analysis. *American Educational Research Journal, 51*(2), 220-252. https://doi.org/10.3102/0002831214528277

Solano-Flores, G. (2008). Who is given tests in what language by whom, when, and where? The need for probabilistic views of language in the testing of English language learners. *Educational Researcher, 37*(4), 189-199. http://www.jstor.org/stable/30138001

Solano-Flores, G., & Trumbull, E. (2003). Examining language in context: The need for new research and practice paradigms in the testing of English-language learners. *Educational Researcher, 32*(2), 3-13. http://www.jstor.org/stable/3700051

Solorzano, R.W. (2008). High stakes testing: Issues, implications, and remedies for English language learners. *Review of Educational Research, 78*(2), 260-329. http://www.jstor.org/stable/40071129

The State Education Department & The University of the State of New York. (2007). *Part 154: Services for pupils with limited English proficiency.* http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/part154regamendment8-2007final_1.pdf

The State Education Department & The University of the State of New York. (2016). *Field advisory: Regarding Part 154 of the regulations of the commissioner of education.* http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/memo_be_trigger_guidance.pdf

The State Education Department & The University of the State of New York. (2020). *Summary of the April 2020 meeting.* https://www.regents.nysed.gov/common/regents/files/520bra2_0.pdf

Stone, D. (2012). *Policy Paradox* (3rd ed.). W. W. Norton and Company.

Stufft, D.L., & Brogadir, R. (2011). Urban principals' facilitation of English language learning in public schools. *Education and Urban Society, 43*(5), 560-575. https://doi.org/10.1177/0013124510380702

Sugarman, J. (2016). *Funding an equitable education for English learners in the United States.* Migration Policy Institute.

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly, 47*(7), 646-688. https://doi.org/10.1177/0013161X11401616

Torres-Velásquez, D. (2017). *Martínez v. State of New Mexico*: The right to a sufficient education. *Association of Mexican American Educators Journal, 11*(1), 106-214. https://doi.org/10.24974/amae.11.334

Touré, M. (2020a). 50 city schools employees died of coronavirus, officials say. *Politico.* https://www.politico.com/states/new-york-city-hall/story/2020/04/13/50-city-schools-employees-died-of-coronavirus-officials-say-1275387

Touré, M. (2020b). English language learners want voices heard in school reopening talks. *Politico*. https://www.politico.com/states/new-york/albany/story/2020/07/29/english-language-learners-want-voices-heard-in-school-reopening-talks-1304142

United States Department of Education. (2004). *Fact sheet: NCLB provisions ensure flexibility and accountability for limited English proficient students.* https://www2.ed.gov/nclb/accountability/schools/factsheet-english.html

United States Department of Education, National Center for Education Statistics. (2012). *NCES statistical standards.* http://nces.ed.gov/statprog/2012

United States Department of Education. (2012). *National evaluation of Title III implementation- report on state and local implementation.* https://www2.ed.gov/rschstat/eval/title-iii/state-local-implementation-report.pdf

United States Department of Education. (2016). *English Learner Tool Kit*. https://www2.ed/gov/about/offices/list/oela/english-learner- toolkit/index.html

United States Department of Education. (2017). *Revised state template for the consolidated state plan: The elementary and secondary education act of 1965, as amended by the Every Student Succeeds Act.* http://www.nysed.gov/common/nysed/files/programs/essa/nys-essa-plan.pdf

United States Department of Education. (2019). *The Condition of Education.* https://nces.ed.gov/pubs2019/2019144.pdf

United States Department of Education. (2020). *The Condition of Education*. https://nces.ed.gov/pubs2020/2020144.pdf

The University of the State of New York. (2019a). *Formula aids and entitlements for schools in New York state as amended by chapters of the laws of 2019.* https://stateaid.nysed.gov/publications/handbooks/handbook_2019.pdf

The University of the State of New York. (2019b). *New York State English as a second language achievement test.* http://www.p12.nysed.gov/assessment/sam/nyseslat/nyseslat-sam-19.pdf

The University of the State of New York. (2020). 2020-21 State aid handbook: Formula aids and entitlements for schools in New York state. https://stateaid.nysed.gov/publications/handbooks/handbook_2020.pdf

Vasquez Heilig, J., Romero, L. & Hopkins, M. (2017). Coign of vantage and action: Considering California's local accountability and school finance plans for English learners. *Education Policy Analysis Archives, 25*(15), 1-24. https://doi.org/10.14507/epaa.25.2818

Veiga, C. (2020). With mounting pressures and new coronavirus health concerns, NYC principals weigh whether to return to school. *Chalkbeat New York*. https://ny.chalkbeat.org/2020/7/17/21328535/coronavirus-nyc-principals-return-to-school

Verstegen, D. A. (2017). State finance policies for English language learners: New findings from a 50-state survey. *Journal of Education Finance, 42*(3), 338-355.

Vidal, D. (1976). Bilingual education stirs debate in New York City. *New York Times*. https://www.nytimes.com/1976/06/21/archives/bilingual- education-stirs-debate-in-new-york-city.html

Welner, K., & Escamilla, K. (2002). The unintended consequences of Colorado's anti-bilingual education initiative. *Education and Public Interest Center*. http://education.colorado.edu/epic

White, R. S., & Mavrogordato, M. (2018). Educators' use of policy resources to understand English-learner policies. *Leadership and Policy in Schools*. http://dx.doi.org/10.1080/15700763.2018.1513150

Wiley, T. G., Garcia, D. R, Danzig, A. B., & Stigler, M. L. (2014). Language, policy, and diversity in education. *Review of Research in Education, 38*(1), vii-xxii. https://doi.org/10.3102/0091732X13512984

Wiley, T. G. (2014). Diversity, super-diversity, and monolingual language ideology in the United States: Tolerance or intolerance? *Review of Research in Education, 38*(1), 1-32. https://doi.org/10.3102/0091732X13511047

Wright, W. E. (2005). *Evolution of federal policy and implications of No Child Left Behind for language minority students* (ED5088474). Language Policy Research Unit, Arizona State University. https://files.eric.ed.gov/fulltext/ED508474.pdf

Zimmerman, A., Amin, R., & Veiga, C. (2020). A Brooklyn principal has died from coronavirus complications, the first known death of a NYC public school staffer. *Chalkbeat New York*. https://ny.chalkbeat.org/2020/3/23/21196134/a-brooklyn-principal-has-died-from-coronavirus-complications-the-first-known-death-of-a-nyc-public-s

Appendix A

Survey for Principals

Thank you for your participation. In this survey I will ask you to reflect on the degree to which, as the school principal, you are able to plan well for and design a comprehensive plan for ELL students in your school in regards to: Equity, Access, and Inclusivity; Language and Culture as Assets; Professional Development; and Parental Engagement. The survey is organized into these four parts. At the end of each of these section I am asking for your help with responded to two open-ended questions.

As you complete the survey, please reflect on the current state of your school community and to please answer honestly. Please do not provide any personal or identifiable information about your students. Your time invested will contribute to better understanding how to provide optimal educational opportunities for the ELL student population that continues to grow across our nation annually.

School Demographic Information

1. What school level best describes your school?
    - Early Childhood
    - Elementary
    - Junior High-Intermediate-Middle
    - High School
    - K-12 all grades
    - K-8
    - Secondary School
    - Not sure
    - Other
2. Approximately what percentage of your school population consists of ELLs?
    - Between 1% and 20%
    - Between 21% and 40%
    - Between 41% and 60%
    - Between 61% and 80%
    - Between 81% and 100%
    - Not sure
    - Other
3. Approximately how many ELLs does your school serve?
    - Between 0 and 29
    - Between 30 and 49
    - Between 50 and 99
    - Between 100 and 199
    - Between 200 and 299
    - Between 300 and 399
    - Between 400 and 499
    - Between 500 and 1,100

- Not sure
- Other

4. Which best describes the ELL program service type provided for ELLs at your school?
    - English as a New Language (ENL)
    - ENL and Transitional Bilingual Education (TBE)
    - ENL and Dual Language (DL)
    - ENL, TBE, and DL
    - Not sure
    - Other

Part 1a. Equity, Access, and Inclusivity: Instructional

Likert Scale 1-5

1. Instruction that is culturally and linguistically appropriate for all ELLs, including those with Individualized Education Programs (IEP) is consistently being designed and delivered by teachers throughout my school.
2. Materials and instructional resources that are linguistically age/grade appropriate and aligned to current standards are being utilized for ELLs throughout my school.
3. High quality instructional and support services in alignment with their IEPs and current policies are provided for ELL students with an IEP throughout my school.
4. Teachers integrate explicit and implicit research-based vocabulary instruction to strategically move ELL students along the language development continuum throughout my school.
5. Teachers provide opportunities for ELL students to discuss content and problem-solve with peers to strategically move ELL students along the language development continuum throughout my school.
6. Teachers anchor instruction by strategically using research-based strategies for ELLs (e.g., multimedia, visuals, graphic organizers, etc.) to strategically move ELL students along the language development continuum throughout my school.

Part 1b. Equity, Access, and Inclusivity: Assessment

Likert Scale 1-5

1. As a school, we use New York State assessments (including the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York Identification Test for English Language Learners [NYSITELL]) to understand where ELL students are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
2. As a school, we use formative assessments for ELLs in order to continuously monitor progress and inform instruction.
3. As a school, we employ authentic assessments for ELLs that require use of language embedded in authentic and rich content.
4. As a school, we utilize appropriate tools to assess the needs and progress of ELL students with an IEP.

5. As a school, we utilize rubrics in order to provide ELL students with feedback on content knowledge and language development.

Part 1c. Equity, Access, and Inclusivity: Leadership

Likert Scale 1-5

1. School leaders, including myself as the school principal and other members of the school leadership team, have a clear vision for student success that includes high expectations for ELL student achievement.
2. School leaders, including myself as the school principal and other members of the school leadership team, align and coordinate fiscal and human resources to ensure that the instructional plan is being effectively implemented for ELLs.
3. School leaders, including myself as the school principal and other members of the school leadership team, have a clear vision for student success that includes ELL socio-emotional development.
4. There is collaboration with school support personnel (e.g. guidance counselors, social workers, paraprofessionals) in order to address the multiple needs of ELL students.
5. There is collaboration with community-based human resources (e.g. local community-based organizations, cultural centers, etc.) in order to address the multiple needs of ELL students.

Part 1d. Equity, Access, and Inclusivity: Open-ended responses

- What are the greatest challenges you face in planning for and providing equity, access, and inclusivity for ELLs in your school?
- What structures or supports could assist you in meeting these challenges?

Part 2a. Language and Culture as Assets

Likert Scale 1-5

1. My school provides a safe and inclusive learning environment that recognizes and respects the languages of all students.
2. My school provides a safe and inclusive learning environment that recognizes and respects the cultures of all students.
3. My school has opportunities for students to participate in language learning (e.g. English as a New Language) or language support programs (e.g. Title III after school) that lead to proficiency in English.
4. My school has a strong language support pathway for ELLs whose home language is low incidence, meaning we do not have enough students who speak the same language to form a bilingual education program.
5. My school regards home languages as instructional asset and use them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.
6. My school uses home language assessments to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.

Part 2b. Language and Culture as Assets: Open-ended responses

- What are the greatest challenges you face in planning for and providing a school environment that embraces language and culture as assets?
- What structures or supports could assist you in meeting these challenges?

Part 3a. Professional Development

Likert Scale 1-5

1. School leaders, including myself as the school principal, supervisors, and instructional coaches, are trained in meeting the needs of ELL students in order to cultivate a school culture of high expectations.
2. School leaders, including myself as the school principal, supervisors, and instructional coaches, offer high quality supports to educators of ELLs to improve their instructional practice.
3. School leaders, including myself as the school principal, supervisors, and instructional coaches, offer high quality feedback to educators of ELLs to improve their instructional practice.
4. School leaders, including myself as the school principal, supervisors, and instructional coaches, create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons for ELLs.
5. In my school, Bilingual, English as a New Language (ENL), and other content-area teachers collaborate purposefully and consistently to promote academic achievement in all content areas for ELLs.
6. School leaders, including myself as the school principal, supervisors, and instructional coaches, provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELL students, including home and new language development.

Part 3b. Professional Development: Open-ended responses

- What are the greatest challenges you face in planning for and providing a professional development specific for meeting the needs of ELLs?
- What structures or supports could assist you in meeting these challenges?

Part 4a. Parental Engagement

Likert Scale 1-5

1. At my school, parents of ELLs are provided with resources that will enable them to make informed decisions about their children's education in a language and format that they can easily understand and access.
2. At my school, parents of ELLs are provided training on effective strategies to support their children's learning in a language and format that they can easily understand and access.
3. At my school, parents of ELLs are engaged as active participants to the school community.
4. At my school, we share the high expectations we have established for the education of ELL students with their parents and family members and engage them in the pursuit and achievement of those expectations.

5. At my school, we collaborate with school support personnel (e.g. parent coordinator, guidance counselor, etc.) in order to address the multiple needs of families of ELL students.
6. At my school, we collaborate with immigrant community-based organizations (e.g. cultural centers) in order to address the multiple needs of families of ELL students.

Part 4a. Parental Engagement: Open-ended responses

- What are the greatest challenges you face in planning for and providing a parental engagement plan specific for meeting the needs of ELLs?
- What structures or supports could assist you in meeting these challenges?

Thank you for your participation in this study. Your time will help me with my dissertation and, in turn, contribute to better-understanding how to provide optimal educational opportunities for the ELL student population that continues to grow across our nation annually.

Appendix B

Initial Recruitment Email Communication for Principals

Subject Line: (School District Borough Number) Please Contribute to Research on Ed Leadership, ELLs and School Finance

Dear Principal (Last Name),

I hope this message finds you well. Thank you in advance for taking the time to read this note and to consider my invitation. I am hoping that you may be willing to share your perspective as a school principal regarding education opportunities for English Language Learners (ELLs) in your school through an electronic survey that should take 15 to 30 minutes to complete.

My name is Brenda García and I am in the Urban Educators Leadership Program (UELP) at Teachers College, Columbia University. I know how valuable your role as a school principal is in providing educational opportunities for ELLs. Thank you for your thoughtful consideration and for the work you lead each day. I am requesting your help with participating in my doctoral dissertation, *The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students,* which focuses on developing a better understanding of the perspectives of school principals of educational opportunities for ELLs. Thank you very much for considering helping me with my research.

If you are interested in participating, please reply "Yes" to this email within the next seven days.

I will send the survey link to anyone who expresses interest next Tuesday morning. The survey is confidential; you will not receive any payment or any other award for taking part in this study. Your participation is voluntary. Should you have any questions or comments please contact me at bag2125@tc.columbia.edu or (551) 655-8770.

The school principal is key to a successful education for ELLs. As a principal serving a school with 30 or more ELLs in the NYC DOE your perspective can contribute greatly to the field of education leadership for ELLs. This survey is designed to better understand the areas of the *Blueprint for ELL/MLL Success* in which you, as the school principal, feel **confident** you are able to meet, as well as, understand better the areas which are **challenges** for you to meet. With your help, this valuable information would contribute to better understanding how to provide optimal educational opportunities for the ELL student population that continues to grow across our nation annually.

Your insight is key to this work! Thank you for considering participating in my study. I appreciate the time you are investing to help the 4.9 million ELLs across the United States for years to come.
Sincerely,

Brenda A. García

NYC DOE IRB Protocol # 3418
Teachers College IRB Protocol: 20-213

Appendix C

Survey Audit Trail

Table C1

Survey Audit Trail

Survey Section	Survey Question Numbers	Response Type	Research Question & Topic	Sources
1a	1-6	Likert scale	1. Equity, Access, and Inclusivity: Instructional	Elfers & Stritikus, 2014; Hakuta, 2011
1b	1-5	Likert scale	1. Equity, Access, and Inclusivity: Assessment	Abedi et al., 2004; Abedi, 2008; Duran, 2008; Kieffer et al., 2009; Shin, 2018; Solano-Flores & Trumbull, 2003; Solorzano, 2008; Wright, 2005
1c	1-5	Likert scale	1. Equity, Access, and Inclusivity: Leadership	Baecher et al., 2013; Theoharis & O'Toole, 2011; Riehl, 2000
1d	2	Open-ended	1. Equity, Access, and Inclusivity	
2a	1-6	Likert scale	2. Language and Culture as Assets	August & Hakuta, 1997; Collier & Thomas, 2004; Collier & Thomas, 2017; Durán & Palmer, 2014; García, 2014; Golash-Boza, 2005; Hakuta, 2011; Hornberger & Link, 2011; Lee, 2002; Onyakwuluje, 2000; Theoharis & O'Toole, 2011
2b	2	Open-ended	2. Language and Culture as Assets	

Table C1 (continued)

Survey Section	Survey Question Numbers	Response Type	Research Question & Topic	Sources
3a	1-6	Likert scale	3. Professional Development	August & Hakuta, 1998; Calderon & Carreon, 2000; Coady, Hamann, Harrington, Pacheco, Pho, & Yedlin, 2008; Echevarria, 2006; Haberman, 1999; Lucas, Hentz, & Donato, 2004; Reyes, 2006; Stritikus, 2006; Walker, 2005; Walqui, 2000
3b	2	Open-ended	3. Professional Development	
4a	1-6	Likert scale	4. Parental Engagement	Good, Masewicz, & Vogel, 2010; Loera, Rueda, & Nakamoto, 2010; Panferov, 2011; Stufft & Brogadir, 2011; Theoharis & O'Toole, 2011
4b	2	Open-ended	4. Parental Engagement	

Appendix D

Email Communication for Interested Principals with Survey Link

Subject Line: Research on Ed Leadership, ELLs and School Finance: Survey Link

Dear Principal,

I hope this message finds you well. Thank you for your interest in my study, *The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students,* which focuses on developing a better understanding of the perspectives of school principals of educational opportunities for ELLs through a survey. Thank you for your thoughtful consideration and for the work you lead each day.

This survey is confidential; you will not receive any payment or any other award for taking part in this study. Your participation is voluntary, and if you come to any question you prefer not to answer, please skip it and go on to the next. Should you have any questions or comments, please contact me at bag2125@tc.columbia.edu or (551) 655-8770.

Your insight is key to this work! Thank you again for your willingness to share your experiences. I am grateful for that and for your time. The survey should take 15 to 30 minutes to complete. To begin the survey, simply click this link:

Take the Survey

Or copy and paste the URL below into your internet browser:
https://tccolumbia.qualtrics.com/jfe/form/SV_cRVIzObZeDPjXSJ?Q_DL = nqqUcaspperqS42_cRVIzObZeDPjXSJ_MLRP_2brYp4ag6BLqA5v&Q_CHL = email

Follow the link to opt out of future emails:
Click here to unsubscribe

The survey link will be valid for the next 14 days, if you are not able to complete it in one sitting, you will be able to complete it during the two-week data collection time period. Thank you for your participation in this study. I appreciate the time you are investing to help the 4.9 million ELLs across the United States for years to come.

Sincerely,

Brenda A. García
NYC DOE IRB Protocol # 3418 | Teachers College IRB Protocol: 20-213

Appendix E

New York City Department of Education Informed Consent for Principals' Participation in the Survey

New York City Department of Education

Institutional Review Board

Adult Consent Form to Participate in a Research Study
Teachers College, Columbia University.

1. TITLE OF RESEARCH STUDY AND GENERAL INFORMATION.

Study title: The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students

Study number: TC IRB Protocol: 20-213; NYC DOE IRB Protocol # 3418

IRB of Record: Teachers College IRB

Participation duration: 15-30-minute survey to be open over a 2-week period

Anticipated total number of research participants: 1,136 school principals

2. RESEARCHERS' CONTACT INFORMATION.

Principal Investigator: Brenda A. García, M.Ed., Doctoral Student, Teachers College, Columbia University
Phone Number: (551)655-8770
Email Address: bag2125@tc.columbia.edu

Faculty Advisor For Student Research: Dr. Eleanor Drago-Severson
Phone Number: (212)678-4163
Email Address: drago-severson@tc.edu

3. WHAT INFORMATION IS ON THIS FORM?

I am inviting you to take part in a research study for my doctoral dissertation called "The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students."

You may qualify to take part in this research study because you are a New York City Department of Education (NYC DOE) school principal who leads a school that had 30 or more English Language Learner (ELL) students based on the 2018-19 New York State Education Department (NYSED) school accountability based on Spring 2019 accountability data. Approximately 1,136 school principals will participate in this study and the survey will take approximately 15 to 30 minutes of your time to complete, you may return to the survey if you are not able to complete it in one sitting. This form explains why I am doing this study and what you will be asked to do if you choose to be in this study. It also describes the way I would like to use and share information about you. Please take the time to read this form. You should ask me any questions you have about this form and about this research study. You do not have to participate if you don't want to. In other words, your participation is completely voluntary.

4. WHY IS THIS STUDY BEING DONE?

I am conducting this study to learn how school principals in the NYC DOE leading schools with 30 or more ELL students think about the educational opportunities they are currently providing to the English Language Learners (ELLs) in their schools.

5. WHO IS BEING INCLUDED?

I am inviting school principals in the New York City Department of Education who lead schools that had 30 or more ELLs based on 2018-19 the NYSED school accountability based on Spring 2019 assessment data in the participant population for my study. I am inviting you to participate in this study because you lead a school that met this criterion.

I am not inviting NYC DOE school principals who lead a school which served 29 or less ELLs during the 2018-19 school year based on 2018-19 NYSED school accountability data from the participant population to participate in my study.

6. WHAT WILL I BE ASKED TO DO IF I CHOOSE TO BE IN THIS STUDY?

If you decide to participate, I will request that you complete one survey using Qualtrics using a computer or mobile device.

You have received an anonymous link in order to complete the survey. You will not need to provide your name. The survey will take you approximately 15 to 30 minutes to complete. If you are not able to complete it in one sitting, you will be able to return to complete it during the four-week data collection time period.

9. ARE THERE ANY RISKS?

This is a minimal risk study, which means the harms or discomforts that you may experience are not greater than you would ordinarily encounter in daily life while taking tests. However, there are some risks to consider. You might feel uncomfortable answering specific questions regarding your school. You do not have to answer any questions or share anything you do not want to talk about. You can stop participating in the study at any time without penalty.

You might feel concerned that things you say might get back to your supervisor. Your information will be kept confidential.

I will be taking precautions to keep your information confidential and prevent anyone from discovering or guessing your identity, I will be using an anonymous link for the data collected from the survey instead of a unique identifier and keeping all information on a password protected computer and locked in a file drawer.

9. ARE THERE ANY BENEFITS?

There is no direct benefit to you for participating in this study. Participation may benefit the field of educational leadership to better understand the perspectives of school principals on the education of ELL students.

9. What about my privacy?

I will keep all electronic or digital information on a computer that is password protected. There will be no record matching your real name with your survey responses. The data collected will be completed via an anonymous link, and separated from your name or any other information that could identify you. No IP addresses will be collected. The research file with all data collected will be kept in a password protected computer. Only I will be able to see this file. Every effort will be made to keep your personal information private and confidential. However, total privacy cannot be guaranteed.

The results of this study will be published in my dissertation. It may also be published in journals and presented at academic conferences. This study is being conducted as part of my dissertation.

The following people and/or agencies will be able to look at, copy, use and share your research information:
—Me, as the principal investigator, Teachers College and NYC DOE staff, and other professionals who may be evaluating the study;
—Authorities from Teachers College and NYC DOE, including the Institutional Review Board ('IRB'). An IRB is a committee organized to protect the rights and welfare of people involved in research.
—The Federal Office of Human Research Protections ('OHRP')

For quality assurance, my study sponsor and/or members of the Teachers College Institutional Review Board (IRB) may review the data collected from you as part of this study. Otherwise, all information obtained from your participation in this study will be held strictly confidential and will be disclosed only with your permission or as required by U.S. or State law.

10. WILL I GET PAID OR BE GIVEN ANYTHING TO TAKE PART IN THIS STUDY?

You will not receive any payment or other reward for taking part in this study.

11. WILL I INCUR COSTS IF I TAKE PART IN THIS STUDY?

There will be no costs to you for being in this study.

12. What are my rights if I take part in this study?

Taking part in this study is your choice. You can decide not to take part in or stop being in the study at any time. If you decide not to participate, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled.

13. WHO CAN I CALL IF I HAVE QUESTIONS?

You may call Brenda García, principal investigator at telephone (551) 655-8770 or email

bag2125@tc.columbia.edu if you have any questions or concerns about this research study.

If you have any questions about your rights as a research participant, or if you have a concern about this study, you may contact the Institutional Review Board listed below.

Institutional Review Board
New York City Department of Education
52 Chambers Street, Room 310
New York, NY 10007
Telephone: (212) 374-3913
MAzar@schools.nyc.gov

Institutional Review Board
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
Telephone: (212) 678-4105
IRB@tc.edu

14. STATEMENT OF CONSENT AND SIGNATURES

Statement of consent

I have read this consent form. By clicking 'I agree' I agree to participate in the research study described above. I also confirm I am a principal leading a school that had 30 or more English Language Learner (ELL) students based on the 2018-19 New York State Education Department (NYSED) school accountability based on Spring 2019 accountability data.

By agreeing to participate in this study, I have not given up any of the legal rights that I would have if I were not a participant in the study.

- o **I agree to participate in the research study**

Appendix F

Teachers College Informed Consent for Principals' Participation in the Survey

INFORMED CONSENT

Protocol Title: The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students

Principal Survey Consent

Principal Researcher: Brenda García, M.Ed., Doctoral Student, Teachers College
551-655-8770, bag2125@tc.columbia.edu

INTRODUCTION You are invited to participate in this research study called "The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students."

You may qualify to take part in this research study because you are a New York City Department of Education (NYC DOE) school principal who leads a school that had 30 or more English Language Learner (ELL) students based on the 2018-19 New York State Education Department (NYSED) school accountability based on Spring 2019 accountability data. NYC DOE school principals leading schools that did not meet the aforementioned criterion are not being invited to participate in this study. Approximately 1,136 school principals will participate in this study and the survey will take approximately 15 to 30 minutes of your time to complete, you may return to the survey if you are not able to complete it one sitting.

WHY IS THIS STUDY BEING DONE? I am conducting this study to learn how school principals in the NYC DOE leading schools with 30 or more ELL students think about the educational opportunities they are currently providing to the English Language Learners (ELLs) in their schools.

WHAT WILL I BE ASKED TO DO IF I AGREE TO TAKE PART IN THIS STUDY? If you decide to participate, I will request that you complete one survey using Qualtrics using a computer or mobile device.

You have received an anonymous link in order to complete the survey. You will not need to provide your name. The survey will take you approximately 15 to 30 minutes to

complete. If you are not able to complete in one sitting, you will be able to return to complete it during the two-week data collection time period.

WHAT POSSIBLE RISKS OR DISCOMFORTS CAN I EXPECT FROM TAKING PART IN THIS STUDY? This is a minimal risk study, which means the harms or discomforts that you may experience are not greater than you would ordinarily encounter in daily life while taking tests. However, there are some risks to consider. You might feel uncomfortable answering specific questions regarding yours school. You do not have to answer any questions or share anything you do not want to talk about. You can stop participating in the study at any time without penalty. You might feel concerned that things you say might get back to your supervisor. Your information will be kept confidential.

I will be taking precautions to keep your information confidential and prevent anyone from discovering or guessing your identity, such as using an anonymous link for the data collected from the survey, not collecting any identifying information, and keeping all information on a password protected computer and locked in a file drawer.

WHAT POSSIBLE BENEFITS CAN I EXPECT FROM TAKING PART IN THIS STUDY? There is no direct benefit to you for participating in this study. Participation may benefit the field of educational leadership to better understand the perspectives of school principals on the education of ELLs.

WILL I BE PAID FOR BEING IN THIS STUDY? You will not be paid to participate. There are no costs to you for taking part in this study.

WHEN IS THE STUDY OVER? CAN I LEAVE THE STUDY BEFORE IT ENDS? The study is over when you have completed the survey. However, you can leave the study at any time even if you have not finished.

PROTECTION OF YOUR CONFIDENTIALITY I will keep all electronic or digital information on a computer that is password protected. The data collected will be given a code number, and separated from your name or any other information that could identify you. The research file that links your name to the code number will be kept in a password protected computer. Only I will be able to see this file. Every effort will be made to keep your personal information private and confidential. However, total privacy cannot be guaranteed.

For quality assurance, the study sponsor and/or members of the Teachers College Institutional Review Board (IRB) may review the data collected from you as part of this study. Otherwise, all information obtained from your participation in this study will be held strictly confidential and will be disclosed only with your permission or as required by U.S. or State law.

HOW WILL THE RESULTS BE USED? The results of this study will be published in my dissertation. It may also be published in journals and presented at academic conferences. This study is being conducted as part of my dissertation.

WHO CAN ANSWER MY QUESTIONS ABOUT THIS STUDY?

If you have any questions about taking part in this research study, you should contact the primary researcher, Brenda García, at 551-655-8770 or at bag2125@tc.columbia.edu . You can also contact the faculty advisor, Dr. Drago-Severson at 212-678-4163.

If you have questions or concerns about your rights as a research subject, you should contact the Institutional Review Board (IRB) (the human research ethics committee) at 212-678-4105 or email IRB@tc.edu or you can write to the IRB at Teachers College, Columbia University, 525 W. 120th Street, New York, NY 10027, Box 151. The IRB is the committee that oversees human research protection for Teachers College, Columbia University.

PARTICIPANT'S RIGHTS

- I have read the Informed Consent Form and have been offered the opportunity to discuss the form with the researcher.
- I have had ample opportunity to ask questions about the purposes, procedures, risks and benefits regarding this research study.
- I understand that my participation is voluntary. I may refuse to participate or withdraw participation at any time without penalty.
- The researcher may withdraw me from the research at the researcher's professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue my participation, the researcher will provide this information to me.
- Any information derived from the research study that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- Identifiers may be removed from the data. De-identified data may be used for future research studies, or distributed to another researcher for future research without additional informed consent from you (the research participant or the research participant's representative).
- I should receive a copy of the Informed Consent Form document.

Agreeing below means that I agree to participate in this study:

I have read this consent form. By clicking ‘I agree’ I agree to participate in the research study described above. I also confirm I am a principal leading a school that had 30 or more English Language Learner (ELL) students based on the 2018-19 New York State Education Department (NYSED) school accountability based on Spring 2019 accountability data.

By agreeing to participate in this study, I have not given up any of the legal rights that I would have if I were not a participant in the study.

- **I agree to participate in the research study**

Appendix G

First Reminder for Principals

Subject Line: Reminder: Research on Ed Leadership, ELLs and School Finance

Dear Principal,

I am sending this as a gentle reminder to complete my survey for school principals for my doctoral dissertation study, *The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students,* at Teachers College, Columbia University if you have not had the opportunity to do so already.

Thank you for your interest in participating. I am writing to you because my ability to accurately capture the perspectives of school principals serving ELLs citywide depends on hearing from those who have not yet responded. I need your help to ensure the results are as precise as possible. **My survey will be open until next week.** I truly hope that you might have a little time to help with my research. I know that you are very busy. Thank you very much for considering this.

To complete the survey, click on the web address link below. The survey should take 15 to 30 minutes to complete.

Take the Survey

Or copy and paste the URL below into your internet browser:
https://tccolumbia.qualtrics.com/jfe/form/SV_cRVIzObZeDPjXSJ?Q_DL = nqqUcaspperqS42_cRVIzObZeDPjXSJ_MLRP_2brYp4ag6BLqA5v&Q_CHL = email
Follow the link to opt out of future emails:
Click here to unsubscribe

This survey is confidential; you will not receive any payment or any other award for taking part in this study. Your participation is voluntary, and if you come to any question you prefer not to answer, please skip it and go on to the next. Should you have any questions or comments please contact me at bag2125@tc.columbia.edu or (551) 655-8770. I truly appreciate your considering my request. I hope that your time spent will impact our planning for the 4.9 million ELLs across the United States for years to come.

Sincerely,

Brenda A. García
NYC DOE IRB Protocol # 3418 | Teachers College IRB Protocol: 20-213

Appendix H

Final Reminder for Principals

Subject Line: Final Reminder: Research on Ed Leadership, ELLs and School Finance

Dear Principal,

I am sending this as a gentle reminder to complete my survey for school principals for my doctoral dissertation study, *The Intersection of Language and School Finance Policy: A Quantitative Study of New York City Department of Education School Principals' Perspectives of Educational Opportunities for Emergent Bilingual Students,* at Teachers College, Columbia University if you have not had the opportunity to do so already.

Thank you for your interest in participating. I am writing to you because my ability to accurately capture the perspectives of school principals serving ELLs citywide depends on hearing from those who have not yet responded. I need your help to ensure the results are as precise as possible. **Tomorrow will be the final day to complete my survey, it will close tomorrow at midnight (EST).** I truly hope that you might have a little time to help with my research. I know that you are very busy. Thank you very much for considering this.

To complete the survey, click on the web address link below. The survey should take 15 to 30 minutes to complete.

Take the Survey

Or copy and paste the URL below into your internet browser:
https://tccolumbia.qualtrics.com/jfe/form/SV_cRVIzObZeDPjXSJ?Q_DL = nqqUcaspperqS42_cRVIzObZeDPjXSJ_MLRP_2brYp4ag6BLqA5v&Q_CHL = email

Follow the link to opt out of future emails:
Click here to unsubscribe

This survey is confidential; you will not receive any payment or any other award for taking part in this study. Your participation is voluntary, and if you come to any question you prefer not to answer, please skip it and go on to the next. Should you have any questions or comments please contact me at bag2125@tc.columbia.edu or (551) 655-8770. I truly appreciate your considering my request. I hope that your time spent will impact our planning for the 4.9 million ELLs across the United States for years to come.

Sincerely,

Brenda A. García
NYC DOE IRB Protocol # 3418
Teachers College IRB Protocol: 20-213

Appendix I

Email Explaining Technological Issue

Subject Line: (Outlook Issue) Please Contribute to Research on Ed Leadership, ELLs and School Finance

Dear Principal XXX,

I hope this message finds you well, I am sending you so much gratitude for your interest in my study. I am hopeful that elevating your voice as a principal in the education of ELLs will serve as a positive contribution to the field. If you have already completed the survey, please disregard this message and THANK YOU! Due to the anonymity of the survey I am not able to differentiate between those who have responded and those who have not.

If you have NOTE completed the survey I sent yet—I understand and hope what I offer below is helpful. Thank you for making time to read and consider this too.

A possible **technical issue** has been brought to my attention by a few of your principal colleagues. It appears that the email message (from my email address, bag2125@tc.columbia.edu, subject: Research on Ed Leadership, ELLs and School Finance: Survey Link) with the survey link may have automatically been moved to the "**Other**" tab in Outlook (image below), which makes it likely that some may have not seen the communication. Sending this along for your awareness—as I am hopeful that if you haven't received my earlier message—that you might have a little time to complete the survey and contribute to my study.

I genuinely appreciate your support, and apologize for the additional message. Please feel free to contact me if you have any questions. I wish you, your students, and your staff all the best as you plan this summer.

Sincerely,

Brenda

Appendix J

Survey Analysis Plan

Table J1

Survey Analysis Plan

Research question	**Section and Survey items**	**Analysis methods**	**Method of presentation**
1	1a: 1-6; 1b: 1-5; 1c: 1-5	Percent distribution of responses overall. Mean differences by school indicators.	Table; bar graphs
1	1d: 1-2	Coding, categorizing, and identifying themes. Frequency report of codes for participants. Codes by school indicators.	Tables
2	2a: 1-6	Percent distribution of responses overall. Mean differences by school indicators.	Table; bar graphs
2	2b: 1-2	Coding, categorizing, and identifying themes. Frequency report of codes for participants. Codes by school indicators.	Tables
3	3a: 1-6	Percent distribution of responses overall. Mean differences by school indicators.	Table; bar graphs
3	3b: 1-2	Coding, categorizing, and identifying themes. Frequency report of codes for participants. Codes by school indicators.	Tables

Appendix K

Timeline for Study Execution and Completion

Table K1

Timeline for Study Execution and Completion

Dates	Writing	Data Collection	Data Analysis
January 2020	DP Hearing NYC Conflict of Interest submission		
February 2020	TC IRB submission Revise chapters 1-3. Submit Chapter 4 to sponsor.		
March 2020	Receive approval from TC IRB Conduct Pilot Cognitive Interview Revise Survey		
May 2020	Receive Conflict of Interest waiver from NYC		
June 2020	NYC DOE IRB Submission and Approval Revise Chapter 3 with Pilot Interview findings Revise Chapter 4		
July – August 2020		Administer Survey	
September 2020	Revise Chapter 3		Conduct analysis of data Analyze open-ended responses Finish data analysis.
October-December 2020	Submit Chapters 5-8 to sponsor Revise Chapters 1-4		
December 2020	Revise Chapters 5-8 Submit final draft of Chapters 1-8		
January 2021	Defend dissertation		

Appendix L

Target Population

Table L1

Target Population

School Factor	Categories	Number of schools	Percent
School level	Early Childhood	11	1.0
	Elementary	520	45.8
	Junior High-Intermediate-Middle	190	16.7
	High School	262	23.1
	K-12 all grades	2	0.2
	K-8	110	9.7
	Secondary School	41	3.6
	Total	1,136	
Percentage of ELLs	Between 1% and 20%	799	70.3
	Between 21% and 40%	270	23.8
	Between 41% and 60%	34	3.0
	Between 61% and 80%	15	1.3
	Between 81% and 100%	18	1.6
	Total	1,136	
Number of ELLs	Between 0 and 29	156	13.7
	Between 30 and 49	245	21.6
	Between 50 and 99	315	27.7
	Between 100 and 199	253	22.3
	Between 200 and 299	85	7.5
	Between 300 and 399	51	4.5
	Between 400 and 499	11	1.0
	Between 500 and 1,100	20	1.8
	Total	1,136	
ELL Program Service Type	English as a New Language (ENL)	790	69.5
	ENL and Transitional Bilingual Education (TBE)	140	12.3
	ENL and Dual Language (DL)	146	12.9
	ENL, TBE and DL	60	5.3
	Total	1,136	

Appendix M

English Language Proficiency Level for Target Population

Table M1

English Language Proficiency Level for Target Population

School characteristic	**Number of schools**		
All schools	1,164		
English Language Proficiency (ELP) Level (2018-19)			
Level	Elementary	High School	Total
1	14	5	19
2	250	95	345
3	285	111	396
4	313	91	404

Appendix N

Cognitive Interview Protocol

Welcome and introductions (5 minutes)

- Thank you for participating in this session.
- I am asking you to complete a survey that will be administered to NYC DOE school principals with 30 or ELLs this Spring.
- Your experience in your school is important to helping us make this project relevant for educators like yourself.
- After you complete the survey, I will ask you a series of questions about the survey you just completed.
- This survey is a draft. Since the primary goal of this session is to improve the survey, it is important that I get your honest feedback and impressions of both the overall survey and the survey items.
- Remember: This is not a test. There are no right or wrong answers. You may not know the answer to all of these questions. I just ask that you do your best in completing the survey.
- I am going to limit the session to an hour. (Confirm end time with participant.)
- Please take your time in completing the survey.
- If at any point you would like to stop this session, please let me know.

Setting up the technology (2 minutes)

- You should have received a link to an online survey.
- Do you grant me permission to audio record to help me take notes? Any mention of your name or reference to your school will be removed from the audio recording. The audio will be securely stored so that no one will be able to access it. If, yes, I am going to start the audio recording now.

Obtaining consent (3 minutes)

- Please take a minute to read the consent pages. I am happy to answer any questions you may have about the consent page or the study in general.

Taking the survey (15 minutes)

- I'd like to begin by having you complete the online survey. Please click the arrow at the bottom of the page to proceed to the first page of the survey and begin.
- I would like you to complete the survey as you would if I were not with you, but I would like you to think out loud while completing the survey. For example, if the question says, "What is your favorite color?" you might say, "I used to like red when I was young, but now it is blue, so I would pick blue." Then make your selection.
- While you may ask me questions, I may or may not answer them. The intent of this session is to see how people would take the survey without someone

watching. If you ask questions that I do not answer, I will answer them after you have completed the session.

Prompts for use during survey taking. During the session, mark any questions where the respondent was confused, hesitated, or did not respond to the question. Use the conditional probes (CP) for follow-up during the item response section.

- General probe. Please remember that there are no right or wrong answers. Do your best.
- Sticking point. At this point, what would you do if you were not taking the survey with me listening?
- Additional probe: If the participant's response is anything but "I'd close the survey," say, "Then why don't you try that?"
- Additional probe: If the participant's response is "I would quit the survey at this point," ask the participant to skip the question and move to the next question. Note that question for follow-up.
- Think-aloud reminder. I know this may be uncomfortable, but please try to think aloud while answering the survey items.

Post-survey follow-up:

Overall perceptions (10 minutes)

- Congratulations on completing the survey! How did that feel for you?
- Now I'd like to ask you a few questions about your overall impressions of the survey. Then we will move to talking about individual survey items.

Relevance (extent to which survey items tap into appropriate policies and practices)

- On a scale of 1–10 (10 = most relevant), how relevant were the survey questions to Educational Opportunities for ELLs in your school? Tell me what influenced you to choose that number. •
    - CP: What do you think were the most relevant components?
    - CP: What parts were irrelevant to your school?

Length (number of items, time to complete)

- In general, what did you think about the length of the survey?
- On a scale of 1–10 (10 = most successful), how successful did you feel in completing the survey?
    - CP: If less than 5, which parts of the survey posed the most difficulty for you?
- Make note of these questions and return with a CP during the Questions about specific items section.
- If you were completing this survey on your own, how many minutes do you think you would spend on it?
- Based on your experience, how willing will school staff members in positions similar to yours be to complete this survey?

Flow (survey format, grouping and ordering of items)

- What did you think about the flow of the survey? Did any of the questions seem to not fit in with the others?
    - CP: (Only if the respondent was not satisfied with the order) Would you suggest any reordering of the questions?

- Thinking about the basic survey format, did you feel like you were successful in being able to use the survey?
    - CP: If no, please explain.

Questions about specific survey items: Standardized probes (20 minutes)

- Now I'd like to ask you some specific questions about the survey content. As we go to each item, feel free to take a moment to reread and refamiliarize yourself with the survey item.
- My will questions focus primarily on the clarity, relevance, and coverage of the survey items. I am going to scroll through the survey to focus on certain survey items. If there are items that we do not touch on that you would like to give feedback on, I will give you that chance at the end of the session. Let's start with the consent pages. Allow time for participant to flip through the three consent pages.
    - Coverage: Did the overview and instructions cover what you needed to know?
        - CP: If no, what additional information would have been helpful to you?
    - Clarity: What, if anything, was confusing about any of these sections?
    - Coverage: What, if anything, did you feel was unnecessary in the overview or instructions?
- Let's start with the first section:
    - Clarity: After reading these questions, were they clear to you?
        - CP: If no, please explain.
    - Clarity: Was there anything confusing about these two questions?
        - CP: If yes, do you have any suggestions to make it clearer? Continue this process for remainder of survey questions.

Wrap-up/thank you (5 minutes)

- Thinking about your experience taking this survey, what are two or three main suggestions that you would like the survey design team to consider?
- Do you have any additional thoughts that you would like to add?
- Thank you for your participation. Do you have any questions for me?

Additional conditional probes (Only to be used for questions noted while the respondent was taking the survey.)

- When you were responding to this question, I noticed that you seemed to (…hesitate, spend a while on it, change your answer). Tell me what you were thinking about while answering it.
    - CP: Was there something about the question that was unclear to you?
    - CP: Was there a response option that you were looking for?
    - CP: Did you not know the answer to the question?
    - CP: Was the question too difficult to complete?
    - When you were taking the survey, I noticed you skipped this question.
    - CP: Can you tell me what made you decide to skip this?
    - CP: Was there a response option that you were looking for?

    CP: What can I do to improve this question?

Appendix O

Data Collection Timeline

Table O1

Data Collection Timeline

Date	Day of the Week	Survey Administration Action	Away Messages (#)	Invalid Emails (#)	Participants Indicating Interest (#)	Completed Surveys (#)
July 7	Tuesday	1,136 recruitment emails sent	19	2	48	
July 8	Wednesday				11	
July 9	Thursday				3	
July 10	Friday				4	
July 11	Saturday					
July 12	Sunday					
July 13	Monday				2	
July 14	Tuesday	68 surveys sent (Round 1)	4		1	10
July 15	Wednesday					1
July 16	Thursday				1	
July 17	Friday	3 surveys sent (Round 1)			1	1
July 18	Saturday					
July 19	Sunday					
July 20	Monday					2
July 21	Tuesday				1	
July 22	Wednesday	1,063 recruitment emails re-sent & First reminder sent to Round 1	34	1	25	14
July 23	Thursday	27 surveys sent (Round 2)			4	7
July 24	Friday	4 surveys sent (Round 2)			2	1
July 25	Saturday					
July 26	Sunday					

Table O1 (continued)

Date	Day of the Week	Survey Administration Action	Away Messages (#)	Invalid Emails (#)	Participants Indicating Interest (#)	Completed Surveys (#)
July 27	Monday	Final reminder sent to Round 1				13
July 28	Tuesday	First reminder sent to Round 2				2
July 29	Wednesday	91 technological issue emails sent & 1 survey sent (Round 3)			1	10
July 30	Thursday					3
July 31	Friday	1 survey sent (Round 3)			1	2
August 1	Saturday					
August 2	Sunday					
August 3	Monday					1
August 4	Tuesday					5
August 5	Wednesday	Final reminder sent to Round 2 & first reminder sent to Round 3				1
August 6	Thursday					
August 7	Friday					1
August 8	Saturday					
August 9	Sunday					
August 10	Monday					
August 11	Tuesday					
August 12	Wednesday	Final reminder send to Round 3				

Table O1 (continued)

Date	Day of the Week	Survey Administration Action	Away Messages (#)	Invalid Emails (#)	Participants Indicating Interest (#)	Completed Surveys (#)
August 13	Thursday					

Appendix P

Survey Item Non-Response Bias Analysis

Table P1

Survey Item Non-Response Bias Analysis

Item	Content	Item Type	Number	Percentage
1	Informed Consent	Yes/No	74	100
2	School Demographics Information	Multiple Choice	74	100
3	School Demographics Information	Multiple Choice	74	100
4	School Demographics Information	Multiple Choice	73	98.6
5	School Demographics Information	Multiple Choice	74	100
6	1a. Equity, Access, and Inclusivity (EAI): Instructional	Likert	74	100
7	1a. EAI: Instructional	Likert	74	100
8	1a. EAI: Instructional	Likert	74	100
9	1a. EAI: Instructional	Likert	74	100
10	1a. EAI: Instructional	Likert	74	100
11	1a. EAI: Instructional	Likert	74	100
12	1b. EAI: Assessment	Likert	74	100

Table P1 (continued)

Item	Content	Item Type	Number	Percentage
13	1b. EAI: Assessment	Likert	74	100
14	1b. EAI: Assessment	Likert	74	100
15	1b. EAI: Assessment	Likert	74	100
16	1b. EAI: Assessment	Likert	74	100
17	1c. EAI: Leadership	Likert	74	100
18	1c. EAI: Leadership	Likert	74	100
19	1c. EAI: Leadership	Likert	74	100
20	1c. EAI: Leadership	Likert	74	100
21	1c. EAI: Leadership	Likert	74	100
22	EAI	Open-ended	69	93.2
23	EAI	Open-ended	68	91.9
24	2a. Language and Culture as Assets (LCA)	Likert	73	98.6
25	2a. LCA	Likert	73	98.6
26	2a. LCA	Likert	73	98.6
27	2a. LCA	Likert	73	98.6
28	2a. LCA	Likert	73	98.6
29	2a. LCA	Likert	73	98.6
30	LCA	Open-ended	64	86.5
31	LCA	Open-ended	60	81.1
32	3a. Professional Development (PD)	Likert	73	98.6
33	3a. PD	Likert	73	98.6
34	3a. PD	Likert	73	98.6
35	3a. PD	Likert	73	98.6
36	3a. PD	Likert	73	98.6
37	3a. PD	Likert	73	98.6
38	PD	Open-ended	66	89.2
39	PD	Open-ended	59	79.7
40	4a. Parental Engagement (PE)	Likert	73	98.6
41	4a. PE	Likert	73	98.6

Table P1 (continued)

Item	Content	Item Type	Number	Percentage
42	4a. PE	Likert	73	98.6
43	4a. PE	Likert	73	98.6
44	4a. PE	Likert	73	98.6
45	4a. PE	Likert	73	98.6
46	PE	Open-ended	66	81.2
47	PE	Open-ended	58	78.4

Appendix Q

SPSS Statistics and Frequencies

Equity, Access, and Inclusivity Survey Items
Instructional Items:

Statistics

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
N	Valid	74	74	74	74	74	74
	Missing	0	0	0	0	0	0

Frequency Tables

1. Instruction that is culturally and linguistically appropriate for all ELLs, including those with Individualized Education Programs (IEP) is consistently being designed and delivered by teachers throughout my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	29.7	29.7	29.7
	Somewhat agree	40	54.1	54.1	83.8
	Neither…	5	6.8	6.8	90.5
	Somewhat disagree	6	8.1	8.1	98.6
	Strongly disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

2. Materials and instructional resources that are linguistically age/grade appropriate and aligned to current standards are being utilized for ELLs throughout my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	41.9	41.9	41.9
	Somewhat agree	37	50.0	50.0	91.9
	Neither agree nor disagree	1	1.4	1.4	93.2
	Somewhat disagree	3	4.1	4.1	97.3
	Strongly disagree	2	2.7	2.7	100.0
	Total	74	100.0	100.0	

3. High quality instructional and support services in alignment with their IEPs and current policies are provided for ELL students with an IEP throughout my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	43.2	43.2	43.2
	Somewhat agree	32	43.2	43.2	86.5
	Neither agree nor disagree	4	5.4	5.4	91.9
	Somewhat disagree	5	6.8	6.8	98.6
	Strongly disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

4. Teachers integrate explicit and implicit research-based vocabulary instruction to strategically move ELL students along the language development continuum throughout my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	31.1	31.1	31.1
	Somewhat agree	41	55.4	55.4	86.5
	Neither agree nor disagree	5	6.8	6.8	93.2
	Somewhat disagree	5	6.8	6.8	100.0
	Total	74	100.0	100.0	

5. Teachers provide opportunities for ELL students to discuss content and problem-solve with peers to strategically move ELL students along the language development continuum throughout my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	36	48.6	48.6	48.6
	Somewhat agree	31	41.9	41.9	90.5
	Neither agree nor disagree	4	5.4	5.4	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

6. Teachers anchor instruction by strategically using research-based strategies for ELLs (e.g., multimedia, visuals, graphic organizers, etc.) to strategically move ELL students along the language development continuum throughout my school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	36	48.6	48.6	48.6
	Somewhat agree	33	44.6	44.6	93.2
	Neither agree nor disagree	2	2.7	2.7	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

Assessment Items:

Statistics

		Item 1	**Item 2**	**Item 3**	**Item 4**	**Item 5**
N	Valid	74	74	74	74	74
	Missing	0	0	0	0	0

Frequency Tables

1. As a school, we use New York State assessments (including the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York Identification Test for English Language Learners [NYSITELL]) to understand where ELL students are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Strongly agree	52	70.3	70.3	70.3
	Somewhat agree	20	27.0	27.0	97.3
	Neither agree nor disagree	1	1.4	1.4	98.6
	Strongly disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

2. As a school, we use formative assessments for ELLs in order to continuously monitor progress and inform instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	43	58.1	58.1	58.1
	Somewhat agree	28	37.8	37.8	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

3. As a school, we employ authentic assessments for ELLs that require use of language embedded in authentic and rich content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	36.5	36.5	36.5
	Somewhat agree	35	47.3	47.3	83.8
	Neither agree nor disagree	9	12.2	12.2	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

4. As a school, we utilize appropriate tools to assess the needs and progress of ELL students with an IEP.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	40.5	40.5	40.5
	Somewhat agree	31	41.9	41.9	82.4
	Neither agree nor disagree	4	5.4	5.4	87.8
	Somewhat disagree	8	10.8	10.8	98.6
	Strongly disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

5. As a school, we utilize rubrics in order to provide ELL students with feedback on content knowledge and language development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	43.2	43.2	43.2
	Somewhat agree	29	39.2	39.2	82.4
	Neither agree nor disagree	7	9.5	9.5	91.9
	Somewhat disagree	4	5.4	5.4	97.3
	Strongly disagree	2	2.7	2.7	100.0
	Total	74	100.0	100.0	

Leadership Items:

Statistics

		Item 1	Item 2	Item 3	Item 4	Item 5
N	Valid	74	74	74	74	74
	Missing	0	0	0	0	0

Frequency Tables

1. School leaders, including myself as the school principal and other members of the school leadership team, have a clear vision for student success that includes high expectations for ELL student achievement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	55	74.3	74.3	74.3
	Somewhat agree	18	24.3	24.3	98.6
	Neither agree nor disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

2. School leaders, including myself as the school principal and other members of the school leadership team, align and coordinate fiscal and human resources to ensure that the instructional plan is being effectively implemented for ELLs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	50	67.6	67.6	67.6
	Somewhat agree	21	28.4	28.4	95.9
	Neither agree nor disagree	1	1.4	1.4	97.3
	Somewhat disagree	2	2.7	2.7	100.0
	Total	74	100.0	100.0	

3. School leaders, including myself as the school principal and other members of the school leadership team, have a clear vision for student success that includes ELL socio-emotional development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	51	68.9	68.9	68.9
	Somewhat agree	20	27.0	27.0	95.9
	Neither agree nor disagree	2	2.7	2.7	98.6
	Somewhat disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

4. There is collaboration with school support personnel (e.g. guidance counselors, social workers, paraprofessionals) in order to address the multiple needs of ELL students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	51	68.9	68.9	68.9
	Somewhat agree	18	24.3	24.3	93.2
	Neither agree nor disagree	2	2.7	2.7	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

5. There is collaboration with community-based human resources (e.g. local community-based organizations, cultural centers, etc.) in order to address the multiple needs of ELL students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	36.5	36.5	36.5
	Somewhat agree	26	35.1	35.1	71.6
	Neither agree nor disagree	10	13.5	13.5	85.1
	Somewhat disagree	10	13.5	13.5	98.6
	Strongly disagree	1	1.4	1.4	100.0
	Total	74	100.0	100.0	

SPSS Statistics and Frequencies for Language and Culture as Assets Items:

Statistics

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
N	Valid	73	73	73	73	73	73
	Missing	1	1	1	1	1	1

Frequency Tables

1. My school provides a safe and inclusive learning environment that recognizes and respects the languages of all students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	54	73.0	74.0	74.0
	Somewhat agree	18	24.3	24.7	98.6
	Neither agree nor disagree	1	1.4	1.4	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

2. My school provides a safe and inclusive learning environment that recognizes and respects the cultures of all students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	51	68.9	69.9	69.9
	Somewhat agree	21	28.4	28.8	98.6
	Neither agree nor disagree	1	1.4	1.4	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

3. My school has opportunities for students to participate in language learning (e.g. English as a New Language) or language support programs (e.g. Title III after school) that lead to proficiency in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	59	79.7	80.8	80.8
	Somewhat agree	12	16.2	16.4	97.3
	Somewhat disagree	2	2.7	2.7	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

4. My school has a strong language support pathway for ELLs whose home language is low incidence, meaning we do not have enough students who speak the same language to form a bilingual education program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	29.7	30.1	30.1
	Somewhat agree	34	45.9	46.6	76.7
	Neither agree nor disagree	11	14.9	15.1	91.8
	Somewhat disagree	4	5.4	5.5	97.3
	Strongly disagree	2	2.7	2.7	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

5. My school regards home languages as instructional asset and use them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	52.7	53.4	53.4
	Somewhat agree	28	37.8	38.4	91.8
	Neither agree nor disagree	4	5.4	5.5	97.3
	Somewhat disagree	2	2.7	2.7	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

6. My school uses home language assessments to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	33	44.6	45.2	45.2
	Somewhat agree	16	21.6	21.9	67.1
	Neither agree nor disagree	14	18.9	19.2	86.3
	Somewhat disagree	7	9.5	9.6	95.9
	Strongly disagree	3	4.1	4.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

SPSS Statistics and Frequencies for Professional Development Items

Statistics

		Item 1	Item 2	Item 3	Item 4	Item 4	Item 5
N	Valid	73	73	73	73	73	73
	Missing	1	1	1	1	1	1

Frequency Tables

1. School leaders, including myself as the school principal, supervisors, and instructional coaches, are trained in meeting the needs of ELL students in order to cultivate a school culture of high expectations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	43.2	43.8	43.8
	Somewhat agree	33	44.6	45.2	89.0
	Neither agree nor disagree	3	4.1	4.1	93.2
	Somewhat disagree	5	6.8	6.8	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

2. School leaders, including myself as the school principal, supervisors, and instructional coaches, offer high quality supports to educators of ELLs to improve their instructional practice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	36	48.6	49.3	49.3
	Somewhat agree	31	41.9	42.5	91.8
	Neither agree nor disagree	3	4.1	4.1	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

3. School leaders, including myself as the school principal, supervisors, and instructional coaches, offer high quality feedback to educators of ELLs to improve their instructional practice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	54.1	54.8	54.8
	Somewhat agree	29	39.2	39.7	94.5
	Neither agree nor disagree	1	1.4	1.4	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

4. School leaders, including myself as the school principal, supervisors, and instructional coaches, create intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons for ELLs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	54.1	54.8	54.8
	Somewhat agree	27	36.5	37.0	91.8
	Neither agree nor disagree	3	4.1	4.1	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

5. In my school, Bilingual, English as a New Language (ENL), and other content-area teachers collaborate purposefully and consistently to promote academic achievement in all content areas for ELLs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	54.1	54.8	54.8
	Somewhat agree	21	28.4	28.8	83.6
	Neither agree nor disagree	7	9.5	9.6	93.2
	Somewhat disagree	5	6.8	6.8	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

6. School leaders, including myself as the school principal, supervisors, and instructional coaches, provide substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELL students, including home and new language development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	40.5	41.1	41.1
	Somewhat agree	32	43.2	43.8	84.9
	Neither agree nor disagree	8	10.8	11.0	95.9
	Somewhat disagree	3	4.1	4.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		